MISSION STATEMENT REVIEW

NOVEMBER, 2000

UNIVERSITY SYSTEM

OF MARYLAND

INSTITUTIONS

INSTITUTIONAL IDENTITY

Established in 1865, Bowie State University is the oldest Historically Black Institution of higher learning in Maryland *and* one of the oldest in the nation. The University evolved from a normal school into a comprehensive university that offers a wide array of undergraduate, graduate, and professional programs. Currently, Bowie State University serves a diverse student population, providing educational opportunities which enable students to function in a highly technological and interdependent world. The University continues to honor its heritage of providing access to higher education for under-represented populations, with a commitment to African Americans. The University remains a leader in the graduation of African Americans in teacher education and technological fields.

Bowie State University fosters a supportive, rigorous, and collaborative environment that nurtures high-quality in academics and in professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching and research on teaching methodology in order to improve the teaching-learning process. Bowie State University produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards.

Bowie State University is emerging as one of the leaders in Maryland in the infusion of technology into the curriculum while maintaining its role as an institution grounded in the liberal arts. The University is committed to high-quality education that fosters learning and enhances skill acquisition and knowledge discovery based on proven pedagogies and an up-to-date curriculum for students at all levels. The University offers a comprehensive set of undergraduate programs that include the arts and humanities, business and management, teacher education, science and technology, and health and human services.

At the post-baccalaureate level, program offerings include the social sciences, information science and technology, education, and other areas within the University's strengths. Students are able to pursue certificate programs in such disciplines as computer science, counseling psychology, management information systems, organizational communications, and applied and computational mathematics as well as master's degrees in business, computer science, counseling, education, English, mathematics, and nursing. The University also offers a doctoral program in educational leadership and is exploring other doctoral programs in computer science, information technology, and teaching.

The University is aggressively collaborating with its sister institutions and other agencies to address student retention issues (Coppin State College; Morgan State University; University of Maryland Eastern Shore; University of the District of Columbia; and the Maryland Higher Education Commission); increase student internships and provide research opportunities for faculty and students (Towson University; National Aeronautics and Space Administration; Naval Research Laboratory; University of Maryland, Baltimore; Howard University; and Boston

University); increase the number of computer technologists (University of Maryland, College Park; Morgan State University; Johns Hopkins University; University of Maryland, Baltimore County; and Allied Signal Corporation); enhance the quality of the police force (Prince George's County Police Academy); and enhance the quality of teaching in the county and State through Professional Development Schools, induction programs, and critical issues workshops (Prince George's County Schools; University of Maryland College, Park, Towson University; and Prince George's Community College).

The University is committed to recruiting and retaining a student mix that reflects a population of honor students as well as others who demonstrate leadership qualities, display academic potential, and exhibit the motivation to learn. Bowie State University values graduate and professional education and offers an array of post-baccalaureate programs for a global audience of adult learners through traditional and alternative means.

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The core faculty, complemented by a highly qualified adjunct faculty and supported by a skilled staff, distinguishes itself through excellence in teaching, scholarship/research, and service. Effectively and efficiently, the University will continue to provide excellent educational services to its students through recruitment, development, and retention of a talented workforce.

INSTITUTIONAL CAPABILITIES

Bowie State University, a regional comprehensive institution, is well-positioned academically and geographically to provide high-quality educational services to a diverse student population (such as African Americans, Caucasians, Africans, Asians, and Hispanics) in the State of Maryland, nationally, and internationally. Its primary service areas include all of Maryland and the District of Columbia. Other target areas include the Mid-Atlantic Region (from New Jersey to Virginia) and international communities such as Germany and Africa. Bowie State's solid academic programs are comprehensive and current. They are designed to prepare students for immediate employment or graduate and professional studies (i.e., pharmacology, computer and information sciences, nursing, law, business, and education). The University's state-of-the-art information infrastructure, facilities, research laboratories, and technology-enabled interactive classrooms provide businesses and government with excellent opportunities for new partnerships and collaborative projects of mutual benefit.

Bowie State University is one of only six institutions in the nation designated by NASA and the National Science Foundation as Model Institutions for Excellence, mandated to provide high-quality education and research in science, engineering and mathematics. The Bowie State Satellite Control Center is sponsored jointly by NASA and Honeywell Corporation and serves as a live laboratory for education, training, and research in satellite operations and student-controlled NASA-related missions. The University's Institute for Diversity and Multicultural Affairs, its Center for Alcohol, Tobacco, and Other Drugs, and its Institute for Development and Entrepreneurship Advancement are some of the organizations that leverage student talent and faculty expertise in research and service programs in collaboration with non-profit organizations, state and federal governments, and industry. Bowie State is also home for The Maryland Center, which provides technical assistance for counties receiving funds from the tobacco settlement,

and the Bowie Community Network Telecommuting Center, which responds to the challenge of today's fast-paced workplace requirements while allowing employees to work much closer to home on a scheduled basis.

Bowie State University has a legacy as a significant producer of high-quality teachers who have helped to shape public education in the State of Maryland and beyond. The University's strategic plan includes recapturing its prominence in teacher education. Moreover, the University is a leader in higher education in graduating African Americans and Asian Americans with master's degrees in computer and information sciences.

The faculty applies its expertise and training in support and leadership of many projects in community service and research and increasingly in extramurally funded research and development projects with government agencies and the private sector. Bowie State students complement their academics by engaging in cooperative and internship experiences in industry and government.

The University is positioning itself to increase its enrollment significantly over the next five to seven years by mobilizing its fiscal, physical, and human resources and providing students a greater array of high-quality academic programs and support services.

CARNEGIE CLASSIFICATION: Master's (Comprehensive) Colleges and Universities I (MA I)

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In support of the *2000 Maryland State Plan for Postsecondary Education*,
the University System of Maryland's strategic plan, and in response to constituent needs, market demand, and emerging challenges, Bowie State University will:

1. *provide high-quality academic programs and support services* by:
   - increasing the number of accredited academic programs;
   - aligning standards and best practices in each academic discipline;
   - enhancing the menu of program offerings to respond to the educational needs of the University's constituents;
   - increasing the faculty's engagement in research and expanding the faculty-student collaborative research activities throughout the undergraduate curriculum;
   - fostering collaboration between the Divisions of Academic Affairs and Student Affairs to enhance student personal development and social consciousness;
   - integrating learning communities, service learning, community service, and internship experiences throughout the undergraduate curriculum and out-of-class experiences;
   - engaging students in the active-learning process; and
   - attracting and retaining the finest faculty who are committed to educational excellence through teaching, research/scholarship, and service.

2. *improve student access, retention, and graduation rates* by:
   - increasing student financial support from fund-raising and discipline-based grants and contracts;
   - enhancing recruitment strategies and improving communication at the departmental level with area school systems and community colleges;
   - expanding outreach programs to targeted high schools and middle schools;
   - expanding recruitment efforts, in and out of state, to reach a more diverse mix of students;
   - enhancing the array and relevance of academic and professional programs responsive to societal needs and market trends;
   - expanding student and academic support programs that provide tutoring and counseling services through early intervention and course-based risk assessment; and
   - expanding opportunities for students to participate in research and other types of fellowship, internship, or cooperative education assignments on and off campus.

3. *enhance teacher education* by:
   - establishing a School of Education that will attend to the instructional and research requirements of high-quality programs in teacher education and support a laboratory school for grades 6-12;
   - ensuring that the education curriculum has rigorous mathematics, science, and technology content;
   - conducting workshops for Bowie State faculty and public school teachers to review, assess, and modify the teaching curriculum;
   - developing an outreach program for targeted middle schools to promote teaching as a viable career for minority students;
   - continuing to offer teaching certification programs in area counties, with an emphasis on the current reforms in the State; and
   - implementing a co-admission articulation agreement for students in area community colleges who plan to major in education.

4. *promote Maryland's economic development* by:
   - addressing workforce needs in information technology, teaching, and health care by engaging experts from the community in assisting departments to develop and offer programs that meet the needs of the State and the region;
   - expanding the role of the School of Graduate Studies and Continuing Education, in collaboration with the academic departments, to develop undergraduate and graduate certificates in technology and information systems as well as professional programs that directly respond to market needs and trends;
   - developing additional linkages to government and industry through the Office of Institutional Advancement; and
   - promoting and leveraging the University's infrastructure, facilities and centers for new collaborative projects with industry and government.

5. *enhance the accessibility to and management of information technology and resources* by:
   - developing a campus information technology strategic plan;
   - establishing and maintaining a state-of-the-art information infrastructure to support mission-critical operations;
   - introducing Web-centric information management and transaction services;
   - ensuring that all instructional facilities are adequately equipped with the appropriate technology for teaching and learning;
   - infusing technology in all aspects of teaching, learning, and administration;
   - making technology training a priority in the faculty and staff development program;
   - providing students with convenient access to information and on-line library resources at anytime and from anywhere; and
   - expanding the offering of courses/programs via interactive video and the Web.

6. *promote effective and efficient use of institutional resources* by:
   - developing and implementing a re-engineering plan for operational activities of the University in order to eliminate duplication and streamline activities and tasks;
   - unifying institutional tasks into coherent business processes to ensure the effective and efficient use of resources; and
   - incorporating assessment and accountability measures that will facilitate effective reallocation of financial and human resources.

7. *increase corporate contributions and alumni annual giving* by:
   - developing a comprehensive marketing plan that highlights the strengths and opportunities of the University;
   - utilizing the Office of Institutional Advancement to increase giving/contributions to the University from the private sector;
   - utilizing the Capital Campaign as a vehicle to raise funds for student scholarships;
   - engaging the alumni in strategic planning and in marketing; and
   - building new relationships with corporations and non-profit organizations.

8. *enhance the University's image globally* by:
   - ensuring efficient utilization of resources and effective delivery of services;
   - fully understanding and attending to student needs;
   - ensuring a positive work climate that promotes high morale for all faculty and staff;
   - publicizing and showcasing successful programs and achievements of students and faculty; and
   - utilizing all media and opportunities to showcase the real value that Bowie State University offers to Maryland and the nation: its legacy, its progress, and its potential.

September 14, 2000
Approved by the President's Council
(with representation from the Faculty Council
Staff Council, and University Council)

Coppin State College
MISSION STATEMENT

INSTITUTIONAL IDENTITY

Coppin State College is a public, urban, Historically Black College offering undergraduate and graduate programs in the liberal arts and sciences and human services. Located on a 38-acre campus in West Central Baltimore, the College has an inextricable relationship with the West Central Baltimore community. The integration of the instructional and public service roles of the College has resulted in high-quality academic programs and provisions for health care, education, social services, and correctional and law enforcement personnel to the community. Through cultural and academic programs, the College serves as an urban center for African-American culture.

Founded in 1900 as a one-year training program, Coppin became a normal school in 1926 and a teachers college in 1930, grew into a comprehensive college in 1970, and in 1988 joined the University System of Maryland. The College is the only institution in the System that focuses on the problems, needs, and aspirations of the people of Baltimore's Central City. A metropolitan institution, the College's undergraduate and graduate programs emphasize the study and research of solutions to urban problems in nursing, social work, education, rehabilitation counseling, and criminal justice.

Named in honor of Fanny Jackson Coppin, an outstanding African-American educator, and dedicated to teaching, Coppin advances faculty who are evaluated by students and peers as excellent teachers; evidence of scholarly contributions and growth is expected. The faculty work in the Divisions of Arts and Sciences, Education, Honors, Nursing, Graduate Studies, and Continuing Education. With a student enrollment comprised primarily of commuters from the Baltimore metropolitan area, the College maintains a favorable faculty-to-student ratio. Active participation in the community by faculty and students provides practical evidence of a public service emphasis.

A Carnegie Master's (Comprehensive) Colleges and Universities I (MA I) institution, the College is committed to affording students traditionally underrepresented in higher education access to high-quality career-oriented academic programs, as evidenced by its continued commitment to maintaining accreditations by the National League for Nursing, the National Council for Accreditation of Teacher Education, the Council on Rehabilitation Education, the Council on Social Work Education, and the Middle States Association of Colleges and Schools.

INSTITUTIONAL CAPABILITIES

The College intends to continue its close ties with the Baltimore City Public Schools, using its expertise in the statewide training of teachers for urban communities as the foundation for establishing a reputation of national eminence in urban education. For over one hundred years, the College has excelled in the preparation of teachers and administrators who are employed by the metropolitan area schools as well as in providing technical assistance to area school systems. The system-wide Center for Excellence in Urban Education and the Maryland Center for Thinking

Studies further the College's commitment in this area. Actively engaged in pre-service and in-service teacher education programs, Coppin is the first higher education institution in the State to assume responsibility for the restructuring and administration of a public elementary school. The College plans even more involvement in the area of teacher preparation by establishing a national comprehensive urban teaching academy. Similarly, the College aspires to enhance its nursing program, whose graduates have achieved the highest success rates in passing the State of Maryland Board of Licensure examination, by expanding the Nurse Managed Health Center to accommodate community outreach goals to neighboring schools and by providing increased primary health care services to the campus community. The College plans for additional programs in education and health sciences that will complement existing undergraduate and graduate majors as well as assist in alleviating the critical shortages of teachers and nurses across the State. The College is committed to enrolling a more diverse student body and, in compliance with State goals, to increasing the number of other-race students.

Building upon its legacy of affording access to higher education for students traditionally underrepresented in higher education, the College offers enrichment bridge programs for students needing some developmental learning experiences as well as an honors program for students demonstrating high academic ability. The College will continue to strengthen this tradition by implementing a comprehensive plan of action that fully integrates technology into all campus-wide teaching, learning, administrative, student services, and fundraising operations and practices, positively affecting the College's student retention and graduation rates.

Powered by information technology as the centerpiece for achieving its institutional goals over the next five years, the first phase of a campus-wide state-of-the-art technology infrastructure has been completed. Among the significant accomplishments of the first phase was an intensive faculty and staff information training initiative. The next phase of the technology infrastructure will further optimize student access to computers and the integration of instructional technology into the College's academic programs. Coppin is home to Baltimore's Public Access Cable television station (BPAC) and a state-of-the-art distance-learning center.

In order for the College to continue to maintain diversity across educational and campus climate experiences for students, faculty, and staff, collaborative agreements exist with other public and private institutions (for example, the Coppin/UB Collaborative). Working with varied governmental agencies, business and industry, the College continues to take the leading role in the economic revitalization of its surrounding community.

INSTITUTIONAL GOALS AND OBJECTIVES

In accordance with the *2000 Maryland State Plan for Postsecondary Education, The USM in 2010: Responding to the Challenges that Lie Ahead,* and *Coppin State College: A Strategic Plan,* the College will:

1. continue to develop as a model comprehensive, urban, liberal arts college by offering innovative, career-oriented instructional programs designed to serve the needs of the central city, the metropolitan area, the State, and the nation.

2. advance the capability of its information technology infrastructure for instruction, administration, student services, and fundraising by:

   - upgrading existing computing equipment to support current and emerging technologies;
   - providing universal access to appropriate technologies for students, faculty, administrators, and staff;
   - building state-of-the-art smart classrooms equipped with video conferencing and distance education facilities;
   - creating a proactive learning environment and curriculum based on information technology productivity tools;
   - adding information-technology-based solutions in courses across the curriculum that enhance teaching and learning outcomes;
   - increasing funding for information technology;
   - expanding and upgrading the existing voice, video, data, and telecommunications technology for a homogeneous network to support communications for a central repository where current, consistent, and coordinated information technology materials will be available to client groups for distance learning and Web-based instructional projects; and
   - providing facilities for a general-use laboratory.

3. improve second-year retention and six-year graduation rates to a level similar to performance peers and aspirational peers by:

   - enhancing academic and student support programs;
   - increasing the number and percentage of students enrolled;
   - maintaining articulation and collaborative programs with area community colleges; and
   - increasing the percentage of undergraduates who pursue graduate instruction immediately after graduation.

4. maintain close ties with the metropolitan Baltimore area through service learning experiences in education, human services, and nursing by:

- increasing the number of days faculty and students spend in community outreach and service to the Central City of Baltimore, Maryland government, and Baltimore City schools;
- partnering with the Baltimore City Public Schools and the State Department of Education to establish a national urban teaching academy that trains teachers to teach in urban areas, enrolls between 400 and 425 kindergarten through eighth grade students from the surrounding Rosemont community, and works with approximately eight to ten elementary schools and one middle school located in the Rosemont community; and
- increasing the number of internship sites in the metropolitan Baltimore area in Social Work, Applied Psychology, Rehabilitation Counseling, and Criminal Justice programs.

5. add to the current program offerings several new undergraduate and graduate programs that complement the uniqueness of the institutional mission and prepare graduates to provide human services to the State's increasingly racially diverse and aging citizenry by:

- increasing the number of faculty involved in the design and implementation of Web-based courses and using Web-enabled technologies to enhance the learning environment;
- increasing the number of programs offered through distance learning;
- continuing to be included in national data base of top 50 institutions of higher learning that confer degrees to African Americans; and
- maintaining the number of regionally and nationally accredited academic programs.

6. establish an appropriate physical presence on the south side of North Avenue from Pennsylvania Avenue East to Hilton Avenue West, and eventually from Milton Avenue to Hilton Avenue, in order to better fulfill the community-related portion of the College mission, and increase and improve services to an expanding student body by:

- soliciting funding for State-approved capital projects such as additional student housing and dining facilities in order to accommodate increased student enrollment;
- expanding the capacity of and infrastructure for the Nurse Managed Health Center in order to accommodate community outreach goals to neighboring schools and increased primary health care direct services to the campus community.

7. provide access to educational opportunities and appropriate learning environments for all persons, regardless of race, sex, religion, national origin, socio-economic status, physical condition, or age by:

- enhancing and expanding academic and student support programs that focus on providing greater access to minority students and other-race students;

4

- increasing headcount enrollment each year, providing access for nontraditional and minority students;
- increasing full-time equivalent enrollment each year;
- increasing the number of students enrolled in off-campus and/or distance education programs; and
- building the College Endowment to assist students with tuition and fees.

October 2, 2000

Frostburg State University
Mission Statement

Institutional Identity

Founded in 1898, Frostburg State University (FSU) is a comprehensive, largely residential, regional university. It is the only four-year institution of the University System of Maryland (USM) west of the Baltimore-Washington metropolitan area, thereby serving as the premier educational and cultural center for western Maryland. In addition to offering an excellent academic program, the University continues to be an integral component of regional economic development initiatives. It is also nationally recognized for its programs in community service and leadership, thus providing "real-life" experiences for students in virtually every discipline offered. As a result, FSU holds the distinction of being one of the USM institutions most fully woven into the fabric of the surrounding region.

Frostburg State University is distinguished by an excellent, diverse faculty, dedicated staff, and service to the communities of western Maryland. Students are afforded a supportive environment in which to expand their knowledge, understanding, communication skills, and appreciation for cultural diversity. Couched within a liberal arts tradition, undergraduate programs promote intellectual growth and equip learners with problem-solving and decision-making abilities useful in developing global understanding and effecting civic responsibility and constructive change. Graduate programs provide specialized instruction for students engaged in or preparing to enter particular professional fields.

The primary program emphasis at the University is high-quality, affordable undergraduate education. FSU offers a comprehensive array of baccalaureate degrees with an emphasis on arts and humanities, business, applied technologies, education, natural and environmental sciences, human services, and social and behavioral sciences. Collaboration with other educational institutions enables the University to offer programs in allied health, engineering, environmental research, and other fields responsive to State and area needs. Graduate studies also constitute a significant component of the educational enterprise. In response to community and regional needs, high-quality master's programs are offered in such professional fields as business, education, psychology, human performance, environmental sciences, applied technology, and recreation management. Through distance learning technologies, the University provides expanded learning and research opportunities for students throughout the State.

The faculty of FSU represent its greatest resource in providing excellent educational experiences for students. Teaching is the most important professional activity and responsibility of the faculty; research and scholarly activity, including collaborations with the Appalachian Laboratory of the Center for Environmental Sciences, and community and professional service also contribute to the vitality of the University and are encouraged and rewarded.

The University draws its diverse student body from all counties of Maryland, nearby states, and a growing number of foreign countries. The majority of students come from the Baltimore and Washington areas. In addition to offering affordable opportunities for

undergraduate and graduate education at its main campus in Frostburg, the University, through its Hagerstown and Frederick centers, offers upper-division courses leading to the baccalaureate degree and selected graduate degrees in education and business. Professional Development Schools established by the University serve as valuable resources for teachers throughout western Maryland and from neighboring states. The student population of the University includes students from various ethnic and racial backgrounds (15% minorities), from both traditional and non-traditional age groups (12% over age 25), and from rural, suburban, and metropolitan areas. In sum, the student body at FSU is broadly reflective of contemporary multicultural society.

The University acknowledges its responsibility to enrich the educational opportunities for students throughout the State and to provide programs and services responsive to the cultural, community service, and economic development needs of the region.

The Carnegie Classification of the University is Master's Comprehensive I.

Institutional Capabilities

Building on a foundation of excellence, Frostburg State University will continue to grow and to develop programs responsive to the diverse needs and interests of students. In the immediate future, the University will implement several recently approved programs in special education, applied computer science, occupational therapy (with Towson University), community health (with Allegany College and West Virginia University), therapeutic recreation (with Catonsville Community College), and health system administration (with Allegany College).

New undergraduate initiatives currently under discussion include collaborative degrees or specializations in biotechnology, computer engineering, and ethnobotany. New graduate programs being planned include an M.A.T. in secondary education, a collaborative doctorate in education, and additional collaborative programs in the environmental sciences.

To assist the State in addressing the critical shortage of teachers and information technology professionals, the University will seek to expand the number of qualified undergraduate and graduate students recruited to and graduating in those disciplines. Expanded curricular offerings in education, computer science, and engineering will be accompanied by increased efforts in retention in those fields.

FSU acknowledges its responsibility to strengthen public schools through the preparation of certified teacher-education graduates and K-16 partnerships directed at improving curriculum and pedagogy. Increased opportunities for the continuing education of teachers will be accomplished through the expansion of Professional Development Schools in the westernmost counties of the State.

The University collaborates with government agencies, other educational institutions, and business and non-profit organizations to address the emerging needs of the broader community. The institution's highly acclaimed programs in volunteerism and community service

(AmeriCorps, America Reads, Vista, Voice, Learn and Serve) have brought the University national eminence. Special recognition and awards have been received from the Governor's Commission on Service and Volunteerism and the national Corporation for Public Service. Approximately one-half of all undergraduate students in residence on the main campus engage in community service to elderly shut-ins, institutionalized mental patients, illiterate youth and adults, participants in community recreation centers, and countless other constituents.

The Performing Arts Center, opened in 1994, along with other campus facilities, has brought to the region outstanding national productions in opera, dance, theatre, and symphony and serves as the home for a rich array of student productions. These programs and prominent lecturers speaking on a wide range of topics draw audiences from the far reaches of Allegany and Garrett Counties and adjacent counties of neighboring states. Both private and University resources have combined to make the institution the premier cultural center of the region.

The University recognizes its role as a major force for economic development in the region. FSU is a major employer in the area, providing a positive stimulus for the regional economy and opportunities for advanced learning for the employees of area businesses and professions. Each year the University attracts thousands of visitors to the region through special events such as homecoming, parents' weekend, and commencements and through its vigorous summer programming, which brings additional resources to the institution and to the area. Excellent campus facilities and the expertise of University personnel also enable FSU to serve as a center for applied research in the environmental and social sciences, teaching and learning, and other disciplines responsive to societal needs.

Increasingly, the University plays a role in attracting new businesses to the area. Various resources, including the Regional Internet Laboratory and the Small Business Development Center, are available to stimulate business activity. The Center for Regional Progress conducts research and analyses for the local Chamber of Commerce and numerous other area agencies. Currently, the University is working with the Allegany County Department of Economic Development and the Maryland Department of Business and Economic Development to establish a business park (Allegany Business Center) on campus to attract science and technology companies to the area. Substantial financial support for the project has been received from the federal Economic Development Agency, the Appalachian Regional Commission, the state of Maryland, and Allegany County. A major attraction for both the University and the private sector will be the excellent location and the availability of University resources, including faculty and student interns.

Institutional Objectives and Outcomes

In fulfillment of its mission and in keeping with the goals of the State Plan and the USM Strategic Plan, Frostburg State University will address the following goals and objectives over the next several years:

1. Continue to provide a broad array of affordable, high-quality undergraduate and graduate programs that promote the personal growth and economic well-being of students; enhance the market readiness of graduates by increasing the number of internships and undergraduate

research opportunities available to students under the tutelage of faculty mentors; respond to market demands by expanding and enhancing programs that address areas of workforce shortage, including computer science, information systems, and teacher education; expand the array of programs available through collaboration with other institutions, especially in allied health professions, biotechnology, and doctoral-level programs in selected areas.

2. Promote the economic development of the region by providing an educational and research infrastructure that makes the region attractive to business; promote the technological literacy of students; provide technological support for educational and research initiatives of faculty and students; enhance the University's role as a physical and intellectual center for regional economic activity; continue the development of the Allegany Business Center.

3. Maintain and enhance a diverse undergraduate population by continuing to recruit, retain, and increase the graduation rate of minority students; continue to promote interdisciplinary education within the core general education program and through collaborative educational efforts; continue to recruit a diverse faculty, including members of minority groups underrepresented on the campus.

4. Continue to develop resources to promote increased professional activity of faculty, including research and presentation at professional conferences; provide increased opportunities for undergraduates to engage in professional activities.

5. Recognize, support, and channel the service-to-community philosophy embraced by the University's faculty, staff, alumni and students; create increased opportunities for students and faculty to engage in service learning; expand programs that enable students to engage in direct, hands-on experiences and reinforce classroom learning (e.g. internships and undergraduate research opportunities); enhance existing living/learning programs; implement additional innovative strategies that fully engage students in a holistic learning environment.

6. Continue the University's commitment to an aggressive physical plant expansion plan that will permit the University to meet projected growth in enrollment; enhance infrastructure, expand interactive distance learning, and increase the number of online courses developed by faculty; increase the programs available on the main campus and at off-campus sites through collaboration with other institutions in areas such as allied health and doctoral-level programs in education and the environmental sciences; explore strategies that encourage life-long learning for individuals not currently served through existing academic programs.

7. Be responsive to accountability measures required by various State agencies (e.g., DBM, MHEC, and the General Assembly).

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MISSION STATEMENT
Salisbury State University

INSTITUTIONAL IDENTITY

Founded in 1925 as a college for the preparation of teachers, Salisbury State University has progressed to become a comprehensive regional university emphasizing undergraduate liberal arts, sciences, pre-professional, and professional programs, with several select, mostly applied, graduate programs. Although historically the largest proportion of students came from the Eastern Shore of Maryland, currently the largest proportion of the University's students come from the counties of the Western Shore of Maryland, Baltimore City, and from other states and nations. Salisbury State University remains staunchly loyal to the Eastern Shore, its communities and its heritage, yet recognizes that its appeal and service, both now and for the near future, are to a widely diverse region. In recent years, the University has achieved both regional and national distinction among its peers and has been acknowledged in several national publications as one of the best public universities in its class.

Salisbury State University unites highly-qualified and diverse faculty, staff, and students to create a student-centered learning community firmly grounded in a liberal arts education and rooted in excellence. The University is increasingly internationally oriented and prepares its students for careers in a global economy, for graduate education, and for meeting the State's workforce needs. Particular emphases are afforded active learning and the preparation of students for engaged citizenship with a passion for life-long learning. As a vital regional resource, the University promotes and supports applied research, targeted outreach programs, K-16 partnerships, cultural events, and active engagement of faculty, staff, and students in all aspects of community life.

As a predominantly undergraduate institution, Salisbury State University offers degree programs in the liberal arts, science and technology, nursing and health sciences, education, professional studies, business, and information systems management. Graduate programs are largely applied, with degrees offered in business, nursing, education, English, applied health physiology, and history with an emphasis on Chesapeake studies. In response to regional and statewide workforce needs, the University explores the potential for new programs or partnerships with other institutions and examines enrollments in critical programs to determine their capacity for growth.

Salisbury State University maintains a productive collaborative relationship with the University of Maryland Eastern Shore, a Historically Black University located nearby. The two universities serve the Maryland Eastern Shore and the region and mutually benefit from a positive partnership that broadens diversity, permits the sharing of resources, and allows for collaborative educational programming. Salisbury State University and the University of Maryland Eastern Shore jointly support a common academic calendar, undergraduate dual degree programs, a joint master's program, dual registration, shuttle service, and other cooperative activities. Additionally, in response to the needs of the burgeoning regional electronics industry, the two universities collaborate with the University of Maryland, College Park, offering a model electrical engineering degree program that will augment the number of engineering graduates.

The University is a participant in the Eastern Shore Association of College Presidents (ESACP), which includes the presidents of Chesapeake College, Salisbury State University, the University

of Maryland Eastern Shore, Washington College, and Wor-Wic Community College. The focus of this regional partnership is to identify strategies that ensure that regional educational needs are met by regional institutions through connected programs, collaborative programs, distance education, and other opportunities. The first major initiatives of the group include the development of a higher education center at Chesapeake College and a grant-funded technology training initiative for faculty at all five institutions. The higher education center at Chesapeake College will serve the regional population and offer upper-division and graduate courses.

Believing that a diverse community of individuals and ideas greatly enriches the campus learning environment and is critical to preparing students for life in a global society, the University is considering new and creative efforts to increase the diversity of faculty, staff, and students. Salisbury State University values the outstanding, highly-committed faculty and staff who work together to create a robust learning environment that emphasizes the sense of community and quality that are at the core of the University initiatives.

INSTITUTIONAL CAPABILITIES

Salisbury State University will continue as a comprehensive institution that is recognized as a model by regional and national peers. Learning is at the heart of University life, and teaching effectiveness is a principal criterion in faculty recruitment, promotion, tenure, and merit decisions. With its strong commitment to active learning, the University will pursue outstanding faculty and staff who encourage and support student participation in internships, international experiences, undergraduate research, service learning, and leadership opportunities. These activities are vital components of the learning experience and of preparation for engaged citizenship.

Research, scholarship, and creative activity remain fundamental to University life and are integral to both the teaching and learning process. Faculty are encouraged and supported for engaging students in research, scholarship, and creative endeavors. In light of the rich and diverse ecosystem of the Eastern Shore, the University's research emphases on environmental health, environmental sciences, and biology are particularly meaningful. Moreover, applied research in other disciplines contributes significantly to the solution of community problems. The University also houses the Research Center for Delmarva History and Culture, a major resource on Maryland colonial history. Building on areas of academic strength in its undergraduate and master's curriculum, Salisbury State University is interested in exploring the possibility of offering doctoral programs, preferably in collaboration with other institutions.

As a comprehensive institution, Salisbury State University assumes a critical role in responding to the educational, economic, cultural, and social needs of the region. For example, the School of Education and Professional Studies is actively engaged in every aspect of K-12 education in the region and continues to seek new and creative ways to address the teacher shortage. The School of Business includes a number of outreach programs that serve the business community and provide support for the many small businesses in this largely rural community. Salisbury State University is the cultural hub of the region and has recently acquired the Ward Museum of Wildfowl Art, which owns one of the most comprehensive collections of wildfowl art and carvings in the world. Students, faculty, and staff annually contribute thousands of volunteer

hours in community service and the University hosts a number of service learning programs, including Learn and Serve, AmeriCorps, Habitat for Humanity, and Shore CAN—the local citizens' action network. The University will continue to monitor regional educational needs and will consider programmatic and partnership efforts, including the possibility of doctoral programs which may address those needs. A realistic enrollment growth plan will be developed that is responsive to State enrollment projections yet sensitive to present geographic and physical constraints.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Salisbury State University is increasingly outcomes-oriented and reports these measures to internal academic and administrative leadership, the State of Maryland's governing branches and agencies, regional and specialized accrediting agencies, and other primary stakeholders. The institution is committed to a strategic plan and outcomes that support the State of Maryland's objectives for higher education, as well as the Managing For Results (MFR) process. Although the strategic goals and objectives of the University are considered dynamic, changing according to the needs of its stakeholders and the creativity of institutional leaders, the strategic goals and objectives are derived from the *2000 Maryland State Plan for Postsecondary Education*. Salisbury State University's current goals and objectives are:

Goal 1. **Maintain a superior, active, and engaged learning community.**

- continue to offer a selective undergraduate education that emphasizes the critical thinking, writing, communication, and professional and technical competencies of SSU graduates; and
- ensure that undergraduates are well-prepared for graduate school, and increase the proportion of those who attend graduate or professional schools; and
- maintain and expand professional accreditation in disciplines eligible for specialized accreditation, holding to the rigorous standards of excellence demanded by accrediting bodies; and
- maintain virtually perfect student licensure and passing rates in those professional disciplines that require certified competencies to practice in the chosen profession; and
- continue to prepare students for employment within and beyond their chosen disciplines, emphasizing both the theoretical and applied components of education with opportunities for internships, undergraduate research experiences, leadership experiences, international experiences, and service learning opportunities; and
- establish clear expectations for faculty concerning the use and adoption of new technologies to enhance learning; and
- expand institutional support of instructional technology programs for faculty, and gradually increase participation in online courses; and
- regularly assess institutional performance in providing a diverse, high-quality educational experience.

Goal 2. **Provide an educational environment that promotes student success.**

- expand and/or maintain a campus culture that reflects greater diversity; and

- expand opportunities for qualified students from within and outside of the State of Maryland—and increasingly from typically underserved groups—to attain a superior college education; and

- maintain selectivity for incoming freshmen while simultaneously strengthening articulation programs for transfer students; and

- increase advising, counseling, and mentoring initiatives to enhance the retention and graduation rates of all students, particularly students who have been traditionally at risk or underserved; and

- continue to embrace and expand collaborative relationships with neighboring institutions to open opportunities for diversity and the sharing of valuable educational, programmatic, and personnel resources; and

- increase the number of lower-division courses taught by core faculty and assure that students are increasingly satisfied with their level of access to faculty; and

- increase opportunities and experiences for minority students that will encourage them to continue their education at the graduate school or professional level; and

- continue to modernize library information technology services, enhancing materials and improving circulation; and

- prepare teachers education graduates to help all students succeed in increasingly diverse educational systems.

Goal 3. Continue to be active partners in responding to the educational, economic, cultural, and social needs of the region and the State.

- pursue periodic input from regional employers regarding the quality of SSU graduates, the importance of various skills and competencies in specific professions, and the performance of SSU graduates relative to other graduates in those competencies; and

- proactively respond to the workforce needs of the State and the region, to offer or expand approved programs in high demand areas, such as information technology, teaching, and nursing; and

- expand opportunities for community outreach through increasing grant and sponsored program activities that respond to community needs; and

- proactively engage the community in the preparation of underserved and underrepresented students for college; and

- continue participation with the Eastern Shore Association of College Presidents (ESACP) to develop a higher education center at Chesapeake College that will provide upper-level and graduate programs to the Eastern Shore region; and

- continue to collaborate with Ocean City/Worcester County to meet regional education needs; and

- continue to collaborate with ESACP partners as well as institutions in neighboring Delaware and Virginia to offer articulated (2+2) programs; and

- participate in MarylandOnline in areas where the University has expertise; and

- integrate existing material culture and historical research resources to become a State leader in Chesapeake Bay history and culture; and

- ensure that all graduates are fluent with information technology commensurate with the needs of the market in their chosen majors; and

- increase distance courses and programs, including those offered at regional community colleges, centers, and other locations; and
- experiment with developing courses that operate according to non-traditional semesters; and
- promote the commercial applications of academic research and institution-developed technology; and
- support faculty, staff, and students who utilize research and professional expertise to engage in objective public policy examination and discourse; and
- collaborate with business to identify and take advantage of opportunities to stimulate or reinforce the growth of the regional economy.

Goal 4. **Build a diverse and satisfied student body and workforce.**

- embrace diversity as a guiding principle of an SSU education; and
- ensure that the demographic profile of the University's faculty, staff, and students more closely reflect the diversity foundation of the state and region; and
- initiate active and creative efforts to enhance the educational opportunities afforded people who have been typically underserved; and
- develop and refine a multi-criteria admissions profile of a richly diverse student body while maintaining standards of high quality; and
- maintain and expand current partnership programs that focus on early contact with and support of minority high school students; and
- allocate a greater portion of State funds to need-based financial aid.

Goal 5. **Strengthen the University's resources.**

- continue to enhance resources and revenue streams, increasing both the variety and amounts of funding from alternative sources; and
- remain committed to attracting and retaining the best qualified personnel and providing competitive compensation/benefits within the limits of fiscal resources; and
- proactively prepare for lean fiscal periods by expanding reserve funds for sustaining future initiatives; and
- continue to pursue funding from generous institutional supporters who are committed to assisting the fiscal future of the institution through restricted and unrestricted giving, gifts-in-kind, and donations of property; and
- increase the alumni giving rate.

TOWSON UNIVERSITY
MISSION STATEMENT

Institutional Identity

The Maryland State Normal School was founded in Baltimore City in 1866. In 1915 it moved to its current location in Towson and became the Maryland State Teachers College at Towson in 1935, offering a Bachelor of Science degree in education. Expanding its mission by introducing a variety of degree programs in the arts and sciences in 1946, it began programmatic development that led to its becoming Towson State College in 1963, Towson State University in 1976, and Towson University in 1997. It is Maryland's largest comprehensive university. The quality of its programs, its educational value, and its focus on student achievement have brought it national recognition as a premier metropolitan institution. With strong baccalaureate programs in the arts and sciences, the fine arts, interdisciplinary studies, and professional practice, it similarly provides high quality graduate programs in a variety of applied fields. Through its programs, staff, and faculty, it seeks to enrich lives and to expand opportunities for all members of its community.

The University's long-standing commitment to creating a multicultural campus is advanced by policies and practices that assure the recruitment and retention of a diversified student body, staff, and faculty who accurately reflect local, regional, national, and global diversity. This commitment is sustained through an extensive multicultural curriculum and by many services, activities, and developmental initiatives that serve its diverse populations and prepare them to live comfortably within an increasingly multicultural society. Through its international education program, it also enrolls students from as many as 100 nations. The campus is fully accessible to all faculty members, staff, and students with disabilities and has a full range of services for meeting their identified needs.

The undergraduate curriculum promotes the intellectual skills essential for effective communication, gathering and evaluating information, critical thinking, meaningful use of technology, appreciating diversity, and making informed choices. These skills are grounded through the University's long-standing commitment to a strong liberal arts core that emphasizes an understanding of the arts and sciences and how their branches of knowledge gather, evaluate, and apply information to reach valid conclusions. The liberal arts core also serves to develop intellectual and social skills that will guide students as contributing members of the workforce and of a democratic society.

As a complex comprehensive learning community, the University currently emphasizes the systematic addition of strong undergraduate and graduate programs that represent emerging disciplines, address economic and workforce needs, and serve the metropolitan region. To date, new master's degree programs in the health professions, applied information technology, mathematics education, and a variety of interdisciplinary or applied fields, and two doctoral

programs have been developed in response to pressing regional needs and extensive student demands. The new doctoral programs build on the strengths of the University in Audiology and Occupational Therapy.

The certification and professional development of educators has been and will remain central to Towson University's future. It is the largest single provider of certified teachers in Maryland and plays a leadership role in the continuing professional development of the State's educators. Its strategies for improving the quality of undergraduate teacher preparation serve as regional and national models, as do its highly regarded Professional Development School Network and the professional development programs of its different centers and projects. To meet the critical needs for more and better teachers in Maryland and the Nation, the University has expanded programming in teacher education and currently plans additional specialized masters and doctoral programs responding to market demands and the Maryland State Plan.

Towson University is committed to a student-centered learning environment that uses a variety of formats to provide innovative access to information. Through academic partnerships and collaborative programs, it advances the statewide goal of attaining a cost effective and accountable system for delivering high quality post-secondary education. It is an active participant in four regional higher education centers and will quickly expand its current certificate and baccalaureate programming with community college partners. It works closely with profit and non-profit organizations to provide educational opportunities, including baccalaureate and post-baccalaureate programs meeting these organizations' specific needs. It has created a technology infrastructure for providing improved access to degree programs for greater numbers of Maryland residents. It will expand the Cook Library's capacity as a center for information resources and new technologies related to teaching and research. In so doing, Towson strengthens Maryland's *role* as a national leader in the use of technology to enhance its economy and to improve learning and life-long access to learning for all of its citizens.

Towson's faculty members actively pursue scholarship and creativity that complement disciplinary knowledge and superior teaching. The University values and rewards equally the scholarships of discovery, teaching, integration, and application. Faculty members also engage in a wide range of activities, which support the university's institutional outreach programs to government, health care organizations, nonprofit groups, education, business, and the fine arts in its region. Its self-support centers, such as the Regional Economic Studies Institute, the Center for Geographic Information Sciences, and the Center for Applied Information Technology, continue to link faculty scholarship with community needs and interests. Partnerships with corporations re-engage the workforce in higher education, both as learners and as teachers. The Maryland Arts Festival, the Children's Dance Division, and numerous faculty and student performances and exhibits throughout the year contribute to the cultural life of the community. The Wellness Center and the Speech and Hearing Clinic provide clinical sites for faculty members and students and serve the well being of the region. The Institute for Teaching and Research On Women and The National Center for Curriculum Transformation Resources On Women provide international as well as national services for a full variety of disciplines and agencies.

Institutional Capabilities

By Carnegie Classification, Towson University is a Masters (Comprehensive) University I; within the next decade it expects to become a Doctoral/Research University–Intensive. It has achieved national prominence as a premier metropolitan comprehensive university by offering a wide-range of excellent graduate and undergraduate degree programs and by increasing its regional and national reputation through its focus on student learning and its innovative programs and pedagogies, faculty creativity and scholarship, applied and sponsored research, community service, and cultural outreach to business, education, and health care professions. Its commitments to the active facilitation of learning through a variety of modes as its faculty members' primary role and to developing and retaining a diverse student population will sustain its record for high overall six-year graduation rates, with noteworthy rates for women, African Americans, and other minorities.

The University has a strong commitment to study in the liberal arts, both as it serves as a general intellectual resource for more specialized disciplinary work and as it enriches students' cultural and social awareness. A highly regarded general education program provides undergraduates with multiple ways of knowing and specific skills that equip them to reason in and respond to a wide range of work and life settings. Active initiatives to recruit African-American, other American minority, and a range of international faculty, staff, and students advance its commitment to diversity and support strong multicultural and international studies programming. It further augments and enriches students' academic programs through extensive practice of faculty-student and student-student mentoring, cohort learning communities, undergraduate research projects, internships, practicums, clinical placements, the Honors College, departmental honors, colloquia, forums, and performance and lecture series.

Towson University's chief role in enhancing the Maryland economy may rest in its ability to respond quickly to changing circumstances and emerging needs by revising or introducing high quality undergraduate, masters, doctoral, and certificate programs that address those circumstances and needs. Program development readily can be targeted to support economic and social development as identified by national, state, and regional government agencies. Its plans for expanding its graduate programming, increasing the number of both students and degrees offered, will lead to an increase in the number of teaching and research opportunities available to the graduate student body. This design gives Towson a strong presence in the educational growth of employees from local school districts, health care fields, the arts, government agencies, and technology and service industries, including e-business.

Faculty members value excellent teaching and give it their highest priority. Their active engagement in scholarship and service as well generates sustained originality and outstanding performance throughout their academic careers. Their frequent participation in more than one academic unit or department sustains the unusually high number of innovative multi-disciplinary programs offered by the University. Their large number of refereed publications and

presentations are noted for their quality and innovation, and the richness and diversity of their research and interests provide a wide array of learning and research opportunities for students, who often engage in collaborative research and creative projects with their instructors.

Institutional Objectives and Outcomes

In keeping with the Towson University Strategic Plan, the University System of Maryland Strategic Plan, and the Maryland State Plan for Higher Education, the University will:

1. enhance its reputation as a premier regional university by engaging faculty strengths and identifiable resources to develop a program portfolio through the doctoral level comparable to that of its peer institutions and responsive to the specific needs of students, the workforce, and the Maryland economy. It will continue as Maryland's premier institution for the initial certification and subsequent professional development of excellent educators who also lead in pre-school through baccalaureate (P-16) initiatives to improve teacher preparation, professional development, and student learning at all levels. Targeted new programs, including degree programs offered in collaboration with HBCUs, and the enhancement of current programs will aid the University in recruiting and retaining students with excellent preparation and high motivation, as will increased emphasis on a student-centered learning environment that enriches their course of study through activities such as learning communities, honors programs, undergraduate research, clinical placements, internships, and capstone integration of their study. Tuition, fee, and scholarship planning and management will seek to provide adequate need-based aid to all qualified applicants. Enrollment management, consistent with existing and added space, will pace a moderate increase in undergraduate population and substantial increase in the graduate populations on campus. However, with Board of Regents' support, the university will reassess and be ready to substantially expand the rate of on campus growth for undergraduate students in line with its ability to add new instructional facilities. On-line and off-campus programming serving traditional and non-traditional students at regional centers, community colleges, and other private and public educational sites will increase undergraduate and graduate enrollments significantly and help the State provide affordable quality education for its increased number of college age students and adult learners of all ages;

2. emphasize its strong commitment to diversity by intensifying its statewide, regional, national, and international recruitment efforts, its diversity scholarship funding, its retention activities, and its array of services, development opportunities, and academic programs that promote the success of a highly diverse student body, faculty, and staff. Vigorously addressing the needs of specific populations, such as African Americans, Hispanics, and Asians, the University will also foster high achievement for all members of the community, including improved retention, graduation, and graduate school placement rates for all students, and opportunities for continuous professional development by staff and faculty. It will sustain an enriched learning environment, which instills an appreciation and understanding of international cultures and the creative potential in racial, ethnic, gender, sexual, and religious differences and similarities;

3.   retain and promote a superior core faculty through redefining the faculty workload and by intensifying its effort to reward excellent teaching, meritorious service, creativity, and scholarship that enriches instruction, advances knowledge, or brings information to bear in meeting needs or solving problems in the public and private sectors. The University will strive to bring faculty compensation in line with that at its peer institutions and to the 85th percentile on the AAUP scale, to support ample faculty research and development opportunities, and to engender an abiding sense of community that integrates the faculty with students, staff, administration, and alumni in common endeavor and a highly active shared governance system;

4.   achieve improved quality at minimum expense through updating and implementing plans to reallocate human and material resources, establishing an annual facilities audit program, implementing its 10-year facilities' master plan, and creating a resource development plan and planning process that assures high quality laboratories and instructional space, institutional flexibility, and appropriate funding in support of priorities;

5.   build an infrastructure that will coordinate and intensify its outreach efforts and ties to public and private communities through service and research partnerships, the activities of its applied research institutes and centers, and training and resource development programs serving specific community agencies and corporate entities. Through highly active alumni programs and a sustained marketing and public relations plan, the University will achieve and exceed the goals of its capital campaign as well as greatly amplify endowment and gift funding available to enhance its academic mission. Increased emphasis and support for faculty and staff scholarship and research leading to the award of grants or gain of external funding will further increase institutional and departmental resources.

6.   fully implement and regularly update the campus technology plan to assure the material and instructional resources needed for students, faculty, and staff to achieve fluency with important technologies, for the University to contribute to creating a workforce with essential technological skills, for instructors to enrich and extend information access and student learning through the appropriate use of new technologies, for bringing instruction to students at remote sites, and for sustaining a fully networked academic community and system of communication. The University will also renovate and enhance the Cook Library both to create an information commons and state of the art study environment fully supporting all academic programs and to maintain consortial and other information partnerships that expand access to a wider range of information resources.

October 25, 2000

UNIVERSITY OF BALTIMORE
MISSION STATEMENT
October 1, 2000

Institutional Identity

The University of Baltimore (UB) provides high-quality, career-oriented education for adult learners at the upper division bachelor's, master's, and professional degree levels, including a select number of applied doctorates. UB offers degree programs in law, business, and liberal arts. Graduates of UB contribute to the well-being of Maryland as responsible citizens and through their chosen professions. UB's faculty, staff, and students apply their expertise and University resources to current economic, social, and political problems.

During its 75-year history, the University of Baltimore has been committed to providing outstanding educational opportunities at modest cost in its urban setting. Located in Mid-Town Baltimore, the University contributes significantly to the academic, economic, and cultural vitality of the center of the city. UB is committed to the city and to the continued development of its core campus. The University will continue to work diligently to attract students to pursue their education in an urban environment.

In order to serve its students and the citizens of Maryland with the widest possible range of high-quality academic programs, UB takes full advantage of the synergy among its three schools: law, business, and liberal arts. UB is also committed to developing and sustaining cooperative programs with Maryland community colleges, with other USM campuses, and with other public and private institutions in areas of complementary strength.

The Law School's areas of strength include clinical legal education, environmental law, family law, intellectual property law, international law, litigation skills, criminal practice, and taxation law. The Merrick School of Business focuses on finance, marketing, general management, human resource management, health care management, management information systems, international business, service and manufacturing operations, accounting, e-commerce, and entrepreneurship. The Yale Gordon College of Liberal Arts emphasizes applied and professional programs, including public administration, criminal justice, applied psychology, legal and ethical studies, negotiations and conflict management, publications design, corporate communications, information technology, and health systems management. In addition, basic liberal arts programs in the humanities and social sciences are offered at the baccalaureate level.

Building on the strengths of its core campus programs, UB also offers an expanding number and variety of distance education programs. These include site-based programs at higher education centers, community colleges, and other locations in Maryland, and electronically mediated programs available via the Internet, interactive video networks, and other emerging technologies. The University is striving to be a

leader among traditional campuses in Maryland in the implementation of e-learning across the curriculum and in development of online programs, such as the webMBA.

UB takes pride in its diversity. This diversity enhances the educational experiences of the students at UB, preparing them better for service to their communities and for success in the increasingly diverse workplace. Among U.S. students the student body is one-third minority and more than one-quarter African-American. More than half of UB's students are women. The average age of undergraduates at UB is almost 32 years, and half of all undergraduates are 30 years or older.

UB's plans for future academic programs include:

- expansion of undergraduate and master's programs in technology and applied fields, such as

        applied politics and citizenship,
        community studies,
        e-commerce,
        e-learning instructional design and measurement,
        forensics,
        health management,
        architecture of information design,
        technology and society, and
        youth services administration;

- addition of advanced certificate programs in such areas as
        e-commerce,
        e-learning instructional design and measurement,
        library technology, and
        management certificates for professionals;

- development of additional, applied doctoral programs similar to the JD, DCD, DPA and PsyD in areas of UB's particular strengths and societal needs such as a Doctorate in Management Information Systems and other unique business fields within existing resources; and

- growth in distance education curricula and the use of educational technology in both credit and non-credit programs.

Carnegie Classification: Master's (Comprehensive) Colleges and Universities I

Institutional Capabilities

At its Mid-Town campus, UB combines instruction, research, and public service to advance the intellectual, professional, and economic life of the Baltimore metropolitan area, the State of Maryland, the mid-Atlantic region, and beyond. The University's

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emphasis on practical, applied, career-oriented education at both the undergraduate and graduate levels attracts students with clear professional objectives.

Traditional strengths of the University are the care with which faculty educate students and the individual attention students receive. UB provides them with the latest skills and techniques for productive careers in the public and private sector, as well as with a broad foundation of knowledge to meet the continuously changing conditions of today's work environment. UB is meeting the demands of present and future employers for skilled professionals, managers, and leaders who can succeed in today's competitive society.

UB is committed to enhancing student access, including access for students of underrepresented racial/ethnic groups, older students, and returning students. Strategies to accomplish this goal include:

- holding tuition at affordable levels;
- enhancing the campus environment for residential and commuting students;
- fostering a campus climate that welcomes diverse students on an equal basis;
- recruiting and retaining a diverse faculty and staff;
- increasing need and merit based scholarships and other student financial aid;
- meeting demand for disability services;
- enhancing tutoring and academic services;
- enhancing career services;
- expanding flexible scheduling, permitting day, evening, weekend, and online access to programs;
- expanding availability of UB's high-demand programs at distance learning facilities;
- increasing collaboration with other educational institutions in the Baltimore area including historically black institutions (The Coppin/UB Collaborative is an example of what can be accomplished in this area.); and
- adding complementary specialized academic opportunities that will not only enhance the educational experience of UB's students, but that will also "raise the sights" and academic ambitions of those who participate.

A major institutional goal is to ensure the success of UB's graduates in an information-oriented society. In addition to developing information technology academic programs, UB places a high priority on the integration of technology into instruction in all fields. A large and growing number of classroom courses provide online components, including syllabi, links to relevant websites, threaded discussions, and electronic library resources. UB also offers many courses entirely via the Internet, including its complete MBA Program (the webMBA). The University is committed to the expansion of all these efforts over the next several years, including complete online programs, such as the BSBA, MPA, and one or more undergraduate liberal arts majors.

Through its Computing and Information Systems and its two libraries, the Langsdale Library and the Law Library, UB provides to students, faculty, and staff a networked IT environment appropriate for learning, teaching, and administration; access

to the Internet; hard-copy and electronic books and journals, available on-site and remotely 24-hours a day; training in research, the Internet, and the use of electronic classrooms; class-specific research sessions; and electronic reserves. UB is committed to the further investments necessary to keep IT resources current and adequate to meet the increasing needs of the campus community. A new library building and replacement of the administrative/customer service data systems are critical to success in this area.

More than ninety percent of UB's core faculty hold the PhD or JD degree. The workload policy and reward-structure are designed to promote a balance among instruction, scholarly productivity, and service. Although excellence in teaching is the first priority of the University, faculty members also engage actively in basic and applied scholarly and creative activities. UB emphasizes quality over quantity in these scholarly activities, as measured by peer-reviewed publications, and competitive grants and fellowships. In keeping with the applied emphasis in UB's academic programs, much of the faculty research focuses on real world problems and produces results that have an immediate impact on the solution or amelioration of those problems. Many faculty members combine research and service by analyzing important public policy issues. Faculty research from AY1996 to AY2000 produced 140 books, 905 refereed articles, and more than $28 million in sponsored research.

UB has exceptional strength in applied research conducted through a number of centers:

- The Jacob France Center for Business and Economic Studies (economic impact studies, labor supply)
- The William Donald Schaefer Center for Public Policy (policy analysis, public opinion, Managing for Results)
- The Information Systems Research Center (e-commerce, group decision making, training, systems testing and evaluation)
- The Institute for Language, Technology and Publications Design (media trends, technology, design and communication)
- The Hoffberger Center for Professional Ethics (business, health, education)
- The Center for International and Comparative Law (legal reform and legal education worldwide)
- The Center for Negotiations and Conflict Management (non-judicial dispute resolution)

Over time, UB will establish new centers, such as a Litigation Center in the School of Law, to address significant institutional and societal need in areas of faculty expertise.

UB's presence in Mid-Town Baltimore is critical to the stability and future growth of the cultural center of the city. UB plans to develop student residential facilities in collaboration with the private sector in order to attract more students to live near the University and participate more fully in campus and urban life. UB also plans to build its first student center to support both commuting and residential students with an array of services, programs, and facilities to enrich their college experience.

MISSION STATEMENT
University of Maryland, Baltimore

INSTITUTIONAL IDENTITY

The University of Maryland, Baltimore is the State's public academic health and law university devoted to professional and graduate education, research, patient care, and public service. Using state-of-the-art technological support, UMB educates leaders in health care delivery, biomedical science, social services, and law. The campus fosters economic development in the State by conducting internationally recognized research to cure disease and to improve the health, social functioning, and just treatment of the people it serves. UMB is committed to ensuring that the knowledge it generates provides maximum benefit to society, directly enhancing the quality of life in the community.

The University offers advanced and first professional degree programs in dentistry, law, medicine, nursing, pharmacy, and social work, and selected undergraduate degree programs in related professional fields. Graduate degree programs include a wide segment of the biomedical sciences and social services, with the doctoral programs focused on producing researchers who will contribute to the biotechnology-based economy in Maryland, as well as researcher/clinicians who will train the next generations of biomedical and human services professionals and provide leadership in the professions and the community. Distinctively, UMB emphasizes interdisciplinary educational and research programs, especially through its professional and graduate schools and organized research centers. As the State's public academic health center, UMB has a special role, together with the University of Maryland, Baltimore County, in promoting a coordinated focus in the Baltimore area on science and technology.

The University of Maryland, Baltimore collaborates closely with other institutions in providing access to graduate and professional programs, laboratories, and library and information resources. More than 20 dual or joint degree programs are offered with other USM institutions, including multicampus graduate programs. Additional dual degree programs and joint educational programs are offered in conjunction with community colleges and public and private four-year institutions. Through off-campus sites and web-based instruction, the University offers a variety of courses, degree-granting programs, and professional and continuing education programs to practicing professionals throughout Maryland.

INSTITUTIONAL CAPABILITIES

The overarching goal of the University of Maryland, Baltimore is for all six professional schools and their academic programs to be ranked among the best public programs in the nation. All of UMB's programs are highly rated, and several are recognized as among the top ten in the nation. To maintain and increase the level of excellence envisioned for all programs, new resources and enhanced focus will be needed, thereby allowing UMB to compete more successfully with its peer institutions for outstanding

faculty, students, and external research resources. UMB's peer institutions, some of which are current peers and some aspirational, are University of Alabama, Birmingham; University of California, San Francisco; University of Illinois, Chicago; University of Michigan; and University of North Carolina, Chapel Hill.

The following capabilities distinguish UMB:

- UMB has the State's only schools of dentistry and pharmacy, its only graduate-level social work program, its sole public medical school, one of its two law schools, and its largest nursing school. The campus produces the majority of the State's practicing physicians, dentists, pharmacists, social workers, physical therapists, and baccalaureate and higher degree nurses as well as a plurality of the State's lawyers to meet the health and human service needs of Marylanders. Each professional curriculum requires supervised community-based clinical activities; as a result, every UMB graduate has been exposed to the needs of Maryland citizens.

- Faculty and students conduct research and engage in other scholarly activities that aim to prevent and combat disease and to address social problems. Research growth and productivity continue to rise, with increasing success in obtaining support from federal agencies and establishing partnerships with corporations and foundations. A special focus is being placed on the development of capabilities for clinical trials.

- UMB's interdisciplinary and inter-institutional degree programs capitalize on the strengths of faculty statewide.

- UMB promotes partnerships with business and industry to expand technology transfer through the establishment of research agreements for continuing development, licensing inventions and technologies, and initiating start-up companies from University-based technologies.

- The University provides continuing education throughout the State for health care, social work, and law professionals. Through the continued development of interactive technology, access to UMB programs is enhanced for practicing professionals and students located throughout the State. The specialized, interdisciplinary resources of the libraries are available to the public as well as to the UMB community.

- In addition, the University is a source of health information and legal and social service expertise for the citizens of Maryland. Faculty and staff consult with regional hospitals and other health and social service agencies, collaborate extensively in research and policy formulation with federal, state, local, and international agencies, and serve as advisers to judicial and legislative committees. Faculty, staff, and students provide extensive volunteer services in the community surrounding the campus.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

Consistent with the 2000 Maryland State Plan for Higher Education and the University System of Maryland 2000 Strategic Plan, the University of Maryland, Baltimore will:

1. **Continue to evolve and maintain a competitive edge as a center of excellence in the life and health sciences, social work, and law.** UMB will continue to recruit and retain outstanding faculty and staff; secure additional support to elevate doctoral programs to higher levels of excellence; and construct critically needed new facilities for its professional and graduate programs.

2. **Respond to the State's critical need for health/human services professionals.** UMB will increase enrollments in its high quality professional education programs in areas of professional shortages; enhance asynchronous and distance learning opportunities; expand educational offerings to update the skills of practicing professionals; continue to support Area Health Education Centers to provide services to rural areas and promote interdisciplinary learning; and expand the number and scope of inter-institutional academic collaborations; and work with state and federal agencies, industry, and private donors to provide more student financial aid, keeping tuition increases at a minimum.

3. **Expand research and scholarship that foster social and economic development.** UMB will initiate/expand programs in the biomedical sciences, from the molecular sciences up to the environmental level, where it has special expertise and as needs and opportunities arise; use its special capabilities in examining societal issues that require interdisciplinary approaches; seek to increase the number of institutional training grants; and seek to enhance resources and support services in the areas of intellectual property, technology transfer, and clinical trials.

4. **Continue to increase fundraising and entrepreneurial activities to enhance support for education, research, and service programs.** UMB will continue to expand public-private partnerships to enhance the professional schools and to identify sources of funding for business start-ups; and expand fundraising to enhance annual giving and endowments.

5. **Continue to provide clinical and public service to Marylanders.** UMB will expand its involvement in health and human services programs for individuals and families in the community; increase activities in child health and advocacy programs, especially in the schools; increase the number of telemedicine sites it supports in the State; and continue to play a leadership role in the redevelopment of West Baltimore.

6. **Increase the diversity of the faculty, staff, and student body.** UMB will work with schools, community colleges, and four-year institutions to encourage

aspiration of students to professional and graduate education; enhance efforts to recruit students from underrepresented groups; provide additional mentoring opportunities for women and ethnic minority faculty and staff; and continue to provide accommodations for persons with disabilities as they pursue educational opportunities and careers at UMB.

7. **Improve information technology, libraries, and management infrastructure to increase efficiency, enhance accountability, and respond to pressures in the health care industry.** The campus will invest in appropriate financial management and HR information systems and modernize information management systems in the schools to support both academic and research programs and patient/clinical care operations.

University of Maryland, Baltimore County
Mission Statement

Institutional Identity

The University of Maryland, Baltimore County (UMBC), established in 1966, is an historically-diverse, highly-selective, public research university. The graduate schools of UMBC and the University of Maryland, Baltimore (UMB), combined in 1985, comprise the University of Maryland Graduate School Baltimore (UMGSB) as one of the University System of Maryland's (USM) two principal centers for research and doctoral level training.

As an honors university, UMBC aspires to be one of the finest of the new American research universities that effectively blend high-quality teaching, advanced research, and social responsibility. UMBC is a research institution with a profound commitment to liberal education and its relevance to contemporary life. A strong liberal arts and sciences core provides the foundation for the undergraduate educational experience. UMBC offers a complement of disciplinary and interdisciplinary masters and doctoral programs with an emphasis on selected areas of the sciences, engineering, information technology, human services, and public policy. These programs are closely linked to undergraduate programs in the liberal arts and sciences and engineering. The University has developed particular strength in interdisciplinary instruction and research by building bridges among the cultures of the sciences, engineering, humanities, visual and performing arts, and the social sciences.

At the core of UMBC is a steadfast commitment to engage leading research faculty in the liberal arts and sciences education of its undergraduates--guiding students in critical thinking, creative problem solving, experiential learning and development of conceptual skills. UMBC actively promotes interaction between students and faculty, undergraduate participation in research projects, and service to the community. Members of UMBC's faculty are selected and promoted on the basis of their scholarly and creative productivity, successful teaching, and service to the profession and the public. They are at the forefront of their fields, nationally and internationally, and apply their knowledge and scholarship in advancing institutional partnerships with government, non-profit organizations, and industry.

UMBC cooperates with other educational segments in Maryland and collaborates with other USM institutions to provide access for citizens to high-quality educational services and to meet the educational, economic, and cultural needs of Maryland. The University is sensitive to the needs of non-traditional, evening, international, and part-time students. The needs of these students are addressed increasingly through flexible programs and through programs, certificates, and courses delivered asynchronously off campus. Also, as UMBC's reputation for excellence grows, so do the numbers of students from beyond the region and State who seek admission.

UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity. The University is committed to the success of each of its students and seeks to attract well-qualified students through special scholarship initiatives in the humanities, arts, and public affairs and through the nationally recognized Meyerhoff Scholarship Program for talented high school graduates in science and engineering. UMBC expects to continue to attract private and public funding to facilitate the success of minority students in the

sciences and engineering. Its emphasis on quality, high achievement, and the integration of research, teaching and learning, and civic engagement is designed to prepare all students for success in graduate and professional education as well as success in the workplace.

UMBC will achieve national recognition as the best public research university of its size and will maintain its Doctoral/Research–Extensive Carnegie classification. UMBC has emerged as a major center for intellectual activity in the Baltimore metropolitan region and as significant contributor to the economic and social development of the region and State. As a prototype of the new American research university in an era of increasing globalization, UMBC actively connects its intellectual and research capacity to significant social, economic, and technological challenges in a search for understanding, applications, and solutions.

To meet the needs of Maryland, as identified in the State Plan for Higher Education, UMBC is strategically developing an optimal array of undergraduate and graduate-level programs. UMBC intends to expand existing areas of strength at the undergraduate and graduate levels, including credit and non-credit offerings in information systems and computer science at the graduate level, and to build on internal research strengths unique to the campus to develop offerings in emerging fields, such as bioscience and environmental science. The University will also continue to enhance its academic program and strengths in the arts, humanities, social sciences, and engineering, and will expand the capacity of its programs to help address K-16 issues.

UMBC will consider different delivery modes for its programs, especially at the graduate level, so as to maximize the number of citizens who have access to its programs. This will include program delivery at Shady Grove and other centers when resources permit; web-based courses and programs; expanded access to library resources; partnerships with other institutions permitting them to use UMBC-developed courseware; and continuing education initiatives offering non-credit and credit courses. Recognizing that we are part of an international community, UMBC will continue to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.

Institutional Capabilities

UMBC seeks to enhance the quality of undergraduate education and to retain increasing numbers of academically talented students in Maryland. The University also seeks to serve the greater Baltimore region and the State by continuing to strengthen and selectively expand its programmatic base, especially at the graduate level. UMBC seeks to transfer benefits of faculty research to the public and industry through its research park, technology center, and technology transfer program. UMBC will continue to expand its research funding, diversify its funding sources, and involve private enterprise in sponsored programs across disciplines.

In keeping with the State Plan for Higher Education and the University System of Maryland Strategic Plan, UMBC is increasing the number of students pursuing degrees in the sciences, engineering, and information technology fields, and is meeting Maryland's other identified workforce needs. UMBC will continue to contribute to Maryland's economic future through academic programs, workforce training, and applied research in biotechnology, health care, engineering, public policy, education, telecommunications, and information technology. UMBC's continued collaboration with UMB to address research and technological needs within the region and State also remains a priority.

UMBC possesses a strong and diverse faculty, in the arts and humanities, engineering, sciences, and social sciences, whose achievements in teaching, basic and applied research, creative endeavors and service have received national and international recognition. Scholarship is central to the University's mission, and UMBC promotes cutting-edge research and creative activity across the disciplines. Particular research priorities are linked to the economic and social needs of the region and State. Supportive partnerships link research and public policy analysis with business and government.

By adapting and creating new technologies for commercial use, UMBC is an interactive partner in Maryland's economy and works with business and industry to increase the research and development capabilities of the region and State. UMBC contributes to the economy of the region and State via a technology center and incubator program to help small high-technology businesses. Its research park, *bwtech@umbc*, will attract corporations with the potential to complement many of UMBC's academic and research programs. A growing continuing education program provides diverse training opportunities for businesses as well as programs designed to enhance the effectiveness of Maryland's private and public sectors.

UMBC is a national leader in promoting service learning, civic engagement, and community-based service delivery. Its nationally recognized Shriver Center provides opportunities for faculty and students to connect theory to practice through community-based programs addressing critical social needs in the greater Baltimore region. The Shriver Center exemplifies the University's commitment to producing socially engaged citizens who graduate with the commitment and experience to serve responsibly in their communities, state, and nation. Moreover, UMBC is committed to fostering an environmental ethic throughout the campus community with an emphasis on stewardship values, resource conservation, and environmental education.

UMBC enriches the lives of citizens of the region and State through its links to K-12 education, its outreach to community organizations, its lectures and artistic exhibitions, and its cultural activities. UMBC has been among the K-16 leaders in Maryland working with public and private universities to produce more teachers for Maryland public schools, especially those identified as high-need, and is committed to continuing that leadership into the future by way of instruction, research, and service activities.

Institutional Objectives and Outcomes

As an honors university in Maryland, UMBC aspires to be one of the nation's best public research universities of its size as it combines the traditions of the liberal arts academy, the creative intensity of the research university, and the social responsibility of the public university. UMBC faculty seek to integrate research, teaching and learning, and civic engagement so that each advances the others for the benefit of the State and society..

In response to the external framework provided by the Maryland State Plan and the USM Strategic Plan and in fulfillment of the campus' aspirations, internal planning priorities, and Managing for Results submission, the University has identified the following institutional objectives and outcomes:

1) To enhance the quality of undergraduate education: by ensuring that all students have access to an honors university experience that is defined by a strong liberal arts and sciences core, is enriched by research and service learning experiences, incorporates technology across the curriculum, and cultivates a sense of civic responsibility; by strengthening the first-year experience program to assist freshmen and transfer students making the transition to UMBC; by expanding campus programs and services that support the success of all UMBC students; by improving the articulation of transfer students; by demonstrating our commitment to high quality teaching through a vital faculty development program; and by expanding the array of academic program options available to students;

2) To promote cutting edge research, creative activity, and high quality graduate education: by investing in the University's research infrastructure and enhancing the research environment; by strengthening support for a high quality and diverse faculty through increased salaries and start-up packages, improved grants management systems, and enhanced research facilities; by increasing investment in the library so that its holdings, access to online resources, and staffing accommodate the growing research agenda of the campus and scholarly activity of the faculty; by building and supporting graduate programs that attract high quality students and meet economic development needs; by developing interdisciplinary centers of excellence that build upon the research strengths of our academic departments; and by facilitating discussions among relevant disciplines concerning public policy issues related to the role of technology in contemporary society.

3) To build on the University's historical commitment to diversity and cultivate a sense of campus community: by maintaining a campus climate that promotes equality, diversity, respect and support; by building on our success in minority achievement and expanding the capacity and reach of current programs that support the advancement of minorities and traditionally underrepresented groups; by increasing the racial, ethnic, and gender diversity of UMBC's faculty and staff; by enhancing student life outside the classroom; and by creating a greater sense of institutional pride and identity among students, faculty, and staff;

4) To collaborate with the private and public sectors to contribute to the growth of Maryland's economy: by increasing efforts to bring promising university technologies to market; by fully developing bwtech@umbc, the University's research and technology park; by ensuring that UMBC's academic programs are responsive to the needs of the marketplace and Maryland employers; by expanding partnerships between the campus and the business community; and by continuing to work together with UMB to address research and technological needs within the region and State;

5) To bring the knowledge resources of the University to bear on the problems and concerns of the communities we serve: by continuing to serve as a national model in promoting service learning and civic engagement; by improving public policy and welfare in the State; by maintaining a leadership role in K-16 efforts and teacher education initiatives; by expanding our outreach efforts and university/community partnerships; and by continuing to foster connections between faculty research and public policy issues;

6) To ensure that we are a campus known for our excellence in administrative and student services and our responsible use of public resources, just as we are known for our academic

excellence: by upgrading our information technology infrastructure; by ensuring that a UMBC education remains affordable and accessible to Maryland citizens through reasonable tuition and fee increases and adequate levels of financial aid; by addressing staff development needs; by pursuing administrative efficiencies and, as appropriate, the reallocation of resources in support of the campus mission; and by ensuring that our campus infrastructure supports, enhances, and reflects our educational priorities and research agenda.

Mission Statement
University of Maryland Biotechnology Institute

INSTITUTIONAL IDENTITY

The University of Maryland Biotechnology Institute (UMBI) was established in 1985 through the joint authorization of the University System of Maryland (USM) Board of Regents and the Maryland State Legislature. This action signaled the willingness of the USM and the State to make a major commitment to the cutting edge science and technology of the 21st century. The mandate assigned to UMBI emphasizes the advance of biotechnology research and its application in areas significant to the well being of the citizenry, including the vitality of the State's economic development.

UMBI has established interdisciplinary research that traverses and interconnects both the traditional and the innovative fields that constitute biotechnology. The Institute is administratively a separate and independent institution of the USM. It consists of five strategically located research centers: the Center for Agriculture Biotechnology (CAB) which emphasizes plant, insect, and biochemical engineering research; the Center for Advanced Research in Biotechnology (CARB), committed to structural biology; the Center of Marine Biotechnology (COMB), dedicated to marine biology, marine natural products, aquaculture, and bioremediation; the Institute of Human Virology (IHV) which emphasizes the study of virally-linked cancers and the Human Immunodeficiency Virus (HIV), the apparent cause of AIDS; and the Medical Biotechnology Center (MBC) which works to discover, develop, and apply novel basic science principles to medical research and clinical practice.

The core of the UMBI mission resides in the integration of research, education, and public service through partnerships with other USM institutions, government agencies, industry, and the State's educational systems. With research centers focused on the most scientifically and economically important aspects of biotechnology, the Institute seeks to develop internationally recognized research programs, to educate and train future generations of scientists, to serve as a resource for public outreach programs, and to be a catalyst and focal point for economic development in biotechnology in the State and nation.

To accomplish its mission UMBI has attracted an outstanding and diverse research faculty. The proficiency and achievements of the faculty, postdoctoral fellows, and staff are the basis for program excellence, including the extension of research expertise to education, training, and economic development. Given the support of the State, competitive research grants, and industry collaborations, UMBI faculty and research programs are highly regarded nationally and internationally.

In summary, as the biotechnology industry grows nationwide and in Maryland, UMBI has the responsibility to establish a critical mass of research expertise, programs, and

facilities that drive advances in biotechnology research as the basis for knowledge generation and application, education, and economic development.

INSTITUTIONAL CAPABILITY

The University of Maryland Biotechnology Institute envisions a future as an international leader in basic and applied research in biotechnology. The strength of the Institute's programs is and will continue to be a reflection of the interest, energy, and expertise of its faculty and staff. Their work and its implications evolve as an integrated system and are expressed in the arenas of education and technology transfer. UMBI has been successful in appointing eminent senior faculty as well as high-potential junior faculty who were aggressively recruited by other prestigious institutions. The challenging intellectual environment sustained by these talented and productive scientists along with a commitment to provide a reward system compatible with high-level faculty achievement will continue to attract exceptionally qualified scientists.

As UMBI research programs have developed, there has been a continuing advance in cooperative research activities with the biotechnology community. Collaborations with Maryland and national companies have shown the willingness and ability of UMBI scientists to apply their laboratory discoveries to commercial uses. Demonstration of the feasibility of environmentally friendly closed system aquaculture and ongoing research in the remediation of damaged marine environments, the control of outbreaks of medically and economically important pathogens such as *Pfiesteria*, and the conversion of crab shell wastes into a product for commercial use are illustrative of the commitment of UMBI to applying fundamental research to areas of social significance while contributing to the State's economic development. Such activities will be enhanced by further encouraging faculty to collaborate with local businesses and to engage in entrepreneurial activities.

Collaborations with USM degree-granting institutions have allowed UMBI to fulfill an important part of its education mission. UMBI faculty serve as advisors for students who are enrolled at other institutions but who wish to pursue their dissertation research in a discipline unique to one of the UMBI research center laboratories. Its distinguished faculty and innovative research have also attracted talented postdoctoral fellows from local, national, and international universities. UMBI provides bioscience laboratory experience to Maryland undergraduates through summer internships.

The Institute is committed to providing educational opportunities to minority students. The UMBI Institute for Human Virology provides year-round research experiences in its labs for Morgan State University students. Scientists at the Center for Advanced Research in Biotechnology sponsor an annual biotechnology orientation program for new Meyerhoff-NSF scholars at the University of Maryland Baltimore County, and a number of UMBI faculty and administrators serve as mentors for these students on a continuing basis. UMBI faculty established a biochemistry course at Bowie State University. By continued joint activities with Maryland's Historically Black Institutions, UMBI expects

to increase the interest of minority students in advanced studies and careers in academia and in the Maryland technology sector.

In 1998, UMBI, in collaboration with the Sea Grant College, assumed responsibility for the Science and Technology Education for elementary, middle, and high school students and their teachers from Baltimore City and the surrounding region. The Institute also actively participates in the continuing education of professionals by providing education in HIV related disease management and affording opportunities for visiting industrial scientists to work in UMBI laboratories.

UMBI has established a basis for distance education activities through use of Interactive Video Network (IVN) technology as a means of engaging faculty dialogue across UMBI centers and the USM. The Institute's Virtual University Education (VIRTUE) program in collaboration with Goteberg University, Sweden, and the University of Bergen, Norway, has demonstrated the feasibility of using real time video links for international communications among researchers, special lectures, and sharing of classroom activities between middle school students in Baltimore and Bergen. The further development of uses for IVN technology augmented by Internet-based asynchronous communications has the potential for making available UMBI faculty expertise to USM colleagues, scientists in business and industry, and the various components of the State's education system.

Workforce development is both a long-term and a short-term need in Maryland. UMBI is cooperating with the University of Maryland University College to offer coursework aimed at individuals who would like to join the biotechnology workforce or those currently employed in the biotechnology industry who need to update their knowledge and skills.

The success of the Science and Technology program at the Center of Marine Biotechnology in Baltimore has interested other Maryland jurisdictions in a program for K-12 students and teachers. Such programs will be initiated as space and financial resources permit. UMBI also plans to exploit the emerging role of information technology as an educational tool in order to reach teachers and students in the State.

Public awareness of the benefits and risks of advances in all areas of biotechnology is critical to the success of the UMBI research and economic development missions. The Institute will organize workshops and seminars aimed at elected and appointed government officials, journalists and other opinion molders, public policy makers, and educators to acquaint these audiences with such subjects as risk analysis, regulatory issues in biotechnology, ethics, and cross cultural environmental history and philosophy. Through such programs UMBI will seek to provide a forum for unbiased exploration and discussion of issues and concerns that will determine the future course of biotechnology in this country and worldwide.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

The mission related objectives to be addressed by UMBI in accordance with the 2000 Maryland State Plan for Postsecondary Education and the University System of Maryland Strategic Plan 2000 include:

1. **Sustain the recruitment, retention, and development of outstanding research faculty.** The continued recruitment and retention of faculty at all UMBI Centers is the foundation for innovative biotechnology research and its application in areas of public interest and concern. The creativity and successes of the faculty are vital to the Institute's realization of national and international eminence. Competitive compensation and benefits along with an atmosphere of intellectual challenge and reward are critical factors in attracting high-caliber researchers.

2. **Continue the design and development of research facilities required for increasing research productivity and assuring its commercial application.** Complete the design and construction of the next phase of the Center for Advanced Research in Biotechnology including a Good Manufacturing Process facility that will be made available to local biotechnology businesses. Program a new facility for the Center for Agricultural Biotechnology that will allow additional interactions with the US Department of Agriculture. Expand the COMB Aquaculture Research Center to accommodate additional UMBI-industry collaborations in seafood production research.

3. **Expand business and industrial partnerships.** Establish adjunct professorships for industrial scientists; seek increased business/industry collaboration. Continue efforts to develop new start-up ventures. Form and activate advisory boards for each research center to include representatives from government, business, and the academic science community. Provide in-house training seminars on technology transfer and entrepreneurship by leaders in the field and offer entrepreneurial professorships to faculty members working on start-up ventures within the state of Maryland.

4. **Sustain and augment the education and community outreach activities of UMBI.** Establish a Center for Education, Outreach and Ethics in Biotechnology with a focus on biotechnology education, ethical issues, and policy concerns, including safety and social impact. Seek a BEST (bioremediation, education, science and technology) grant to prepare underrepresented minorities in bioremediation and phytoremediation of heavy metals in partnership with UMBC and UMES. Advance the design and implementation of the UMBI education initiatives proposal to include science, math, and technology education programs for K-12 students and teachers with a special emphasis on underserved populations. Extend the utilization of the Columbus Center "Hall of Exploration" for programs in public understanding of scientific research. Expand public

4

education programs on critical health issues, including AIDS. Institute programs on the benefits and risks of technology. Continue to provide international on-line courses and seminars through the VIRTUE program. Work with the community colleges on undergraduate biotechnology programs and continue to partner with doctoral programs at other USM institutions to enrich biotechnology graduate education and the recruitment of qualified students.

5. **Place greater emphasis on technology transfer and business development in a manner that enriches the essential mission of UMBI expressed in its research programs and service to the State.** Vital partnerships with business and industry will continue and assume a more prominent role in the Institute's mission. Ongoing research agreements with local firms, such as Life Technologies and MedImmune, and national businesses, including Procter and Gamble and American Home Products, will be expanded and new agreements with other companies cultivated. The reorganization of the UMBI central administration to create an office of business development will result in a renewed focus upon and increased activity in technology transfer and economic development.

6. **Responsibly manage fiscal resources to assure that maximum value is obtained from appropriated funds.** Increase ratio of extramural funds to appropriated funds by seeking additional research funding from both public and private sources. Enhance resources for faculty hires and endowed professorships. Seek extramural support for expanding current education programs and undertaking new initiatives. Reorganize administrative functions to allow for maximum efficiency and for a new emphasis on business development and technology transfer as well as to support an effort to increase the number of patents, patent licenses, and income from royalties on technology.

7. **Strive to achieve and maintain a racially, ethnically, and gender diverse faculty and staff and to extend education and training opportunities to underrepresented minorities.** The Institute's commitment to diversity includes not only a concern for current employment opportunities but also a particular interest in preparing underrepresented minorities for a future in biotechnology related professions. Education programs will be expanded to accommodate a greater number of underserved elementary, middle, and high school students and teachers in hands-on science experiences. Partnerships with Maryland's Historically Black Institutions will be strengthened to increase access to undergraduate internships and mentoring that serves as an encouragement and basis for employment in the technology industry or for further study at the graduate level. In collaboration with other USM campuses, workforce development initiatives will be undertaken to provide training for all citizens of the State.

MISSION STATEMENT
University of Maryland Center for Environmental Science

INSTITUTIONAL IDENTITY

The University of Maryland Center for Environmental Science (UMCES) is a research institution of the University System of Maryland and a world leader in the science of coastal environments, including their watersheds. The Center's faculty advances knowledge through scientific discovery, integration, application, and teaching, leading toward a holistic understanding of the environment and its natural resources. The Center's programs are conducted through three geographically distinct laboratories (Appalachian Laboratory in Frostburg; Chesapeake Biological Laboratory on Solomons Island; and Horn Point Laboratory near Cambridge). The Center originated with the founding of the Chesapeake Biological Laboratory in 1925.

Through its role as the responsible institution for administration of the Maryland Sea Grant College (located on the campus of University of Maryland, College Park) and numerous collaborative programs with other institutions, UMCES leads, coordinates, and catalyzes environmental research and education within the University System.

The Center operates under several legislative mandates to "conduct a comprehensive program to develop and apply predictive ecology for Maryland to the improvement and preservation of the physical environment." In pursuing this mission, UMCES plays a key role in supporting Maryland's international reputation for progressive environmental management and more sustainable economic development.

Fundamental scientific discovery and applied research are core functions of UMCES and support the application of results to environmental challenges and the education of the next generation of scientists and resource managers. Through these functions, UMCES has become nationally and internationally respected for the excellence and multidisciplinary nature of its research, its success in applying scientific knowledge to the management of the Chesapeake Bay and its watershed, and its multifaceted collaborations in education.

While UMCES does not grant degrees, its faculty members advise, teach, and serve as mentors to many graduate students enrolled in USM institutions. Most are enrolled in the System-wide graduate program in Marine, Estuarine, and Environmental Sciences (MEES), the Frostburg State University graduate programs in Wildlife/Fisheries Biology or Applied Ecology and Conservation Biology, or the System-wide program in Toxicology. These multi-campus programs are leaders in the use of the Interactive Video Network and the Internet in graduate instruction. Within these programs students focus their M.S. or Ph.D. thesis research on oceanography; fisheries science and management; environmental chemistry and toxicology; marine, aquatic and terrestrial ecosystems; and environmental and natural resource management.

The Center provides numerous high-quality services through its environmental education programs to K-12 students and teachers, information-rich environmental outreach, and, through the Maryland Sea Grant College, applied knowledge to relevant industries (aquaculture, seafood processing, etc.). UMCES also executes its statutory

responsibility to provide sound scientific information and advice to Maryland state agencies and the General Assembly.

INSTITUTIONAL CAPABILITIES

The University of Maryland Center for Environmental Science operates state-of-the-art laboratory facilities at its three locations across the State. These include specially designed laboratories for chemical and biological experiments and analyses, sea-water systems for maintenance of and experimentation with marine and estuarine organisms, shellfish and finfish aquaculture hatcheries and culture ponds, greenhouses, computational and geographic information systems, two research vessels, automated environmental observing systems, and limited housing for students and visiting researchers. The Center's faculty has notable strengths in oceanography; ecology from the population to the landscape levels; physical, geochemical, and ecosystem modeling; environmental chemistry; toxicology; natural resource science related to fisheries, aquaculture and forestry; environmental economics; and environmental and resource management.

A hallmark of the Center's science is a collaborative, multidisciplinary approach to discovery, integration, application, and education in response to the challenging environmental issues of the 21st century. The Center's faculty members actively collaborate with each other and with faculty members at other USM institutions and scientists throughout the world. The Center leads the USM's National Exploratory Environmental Research Center, one of four across the nation supported by the U.S. Environmental Protection Agency. UMCES is a key participant in the Coastal Environmental Policy Program, in collaboration with UMCP School of Public Affairs, UMB School of Law, and Maryland Sea Grant College. The Maryland Institute for Ecological Economics is a collaborative program with UMCP. UMCES relies on its strong relationship with other USM institutions to provide high-quality graduate education to more than 150 students enrolled at those institutions but based at the Center's laboratories. These relationships also provide broad opportunities to increase the diversity of participation in environmental science.

Center faculty members provide national and international leadership by directing research and monitoring programs, conducting national assessments of key environmental issues, serving on professional society and editorial boards, and participating in numerous review panels for research programs.

As the responsible USM institution for the Maryland Sea Grant College, a partnership among the National Oceanic and Atmospheric Administration, University System, and state of Maryland, UMCES has an important responsibility to the regional scientific community, state and federal government. UMCES shares with Sea Grant a mission of promoting the wise use of marine resources, and, through Sea Grant, works with other research and educational institutions in the State, state agencies, and numerous stakeholders to achieve shared goals.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In response to the external framework provided by the Maryland State Plan and the USM Strategic Plan and in fulfillment of the Center's aspirations, internal planning priorities (as developed in *Crossing Boundaries: A Strategy for the University of Maryland Center for Environmental Science Beyond 2000*), and its Managing for Results goals and objectives, the following institutional objectives and outcomes are identified:

1. Strengthen the Center's research capabilities to: promote discoveries regarding environmental changes across the broad coastal environments, including watersheds, estuaries, and the coastal ocean; understand how changes in one ecosystem affect others and how species affect ecosystems; and advance predictive ecology through mathematical and computer modeling. Progress will be reflected in part by:

   a. steady growth in sponsored research support;

   b. success in developing and supporting innovative, multidisciplinary research programs; and

   c. peer recognition as a member of the top-most tier of institutions involved in coastal and watershed science.

2. Increase the Center's capacity for integration and application through the development of the Integration and Application Network (IAN) which will facilitate transdisciplinary integration of environmental sciences and provide a mechanism to provide scientifically sound advice to the environmental and resource management communities of the Chesapeake Bay region and beyond. Progress will be reflected in part by:

   a. strong growth in external support for the IAN;

   b. reputation as the most effective academic institution in applying environmental science for the restoration and management of the Chesapeake Bay and its watershed; and

   c. national and international leadership in scientific assessments of critical issues facing coastal environments and their watersheds.

3. Build on the Center's current successes in collaborative graduate education programs by improving their rigor in order to maintain and advance their level of national eminence and by providing expanded opportunities for continuing professional education. Progress will be reflected in part by:

   a. maintenance of a high national ranking for the Marine-Estuarine-Environmental Sciences Program; and

   b. stronger qualifications of entering graduate students and greater professional success (awards, placement, etc.) of degree recipients.

4. Expand the role of the Center and the Maryland Sea Grant College in environmental education and awareness of Maryland's school children and citizens by providing State-wide leadership; offering hands-on experiences at

the laboratories; contributing to teacher education; and providing scientifically sound information to the public. Progress will be reflected in part by:

  a. increases in the numbers of students reached and teachers trained through practical experience; and

  b. greater public awareness of issues confronting Maryland's environmental future and the contributions of its citizens to stewardship.

5. Support the leadership of the Center's faculty within the scientific community, and advance environmental science in the University System of Maryland, the State, the Chesapeake Bay region, and the nation. Progress will be reflected in part by:

  a. achieving and maintaining nationally competitive salaries for attracting and retaining the finest faculty;

  b. participation of faculty members in national scientific activities, including professional society offices, boards, and committees; and

  c. success of collaborative programs in environmental science within the USM.

MISSION STATEMENT
University of Maryland, College Park

INSTITUTIONAL IDENTITY

The University of Maryland, College Park, is a public research university, the flagship campus of the University System of Maryland, and the original 1862 land-grant institution in Maryland. It is one of only 61 members of the Association of American Universities (AAU). In keeping with the legislative mandates of 1988 and 1999, the University of Maryland is committed to achieving excellence as the State's primary center of research and graduate education and the institution of choice for undergraduate students of exceptional ability and promise. While the University has already attained national distinction, it intends to rank among the very best public research universities in the United States. To realize its aspirations and fulfill its mandates, the University advances knowledge, provides outstanding and innovative instruction, and nourishes a climate of intellectual growth in a broad range of academic disciplines and interdisciplinary fields. It also creates and applies knowledge for the benefit of the economy and culture of the State, the region, the nation and beyond.

As the flagship of the University System of Maryland, the University shares its research, educational and technological strengths with other institutions and their constituencies in the USM and throughout the State. The University's academic programs and expanding computer and information technology infrastructure serve many audiences, and the entire State has access to and depends on the University's libraries. In conjunction with the University of Maryland Eastern Shore, the University serves the State's agricultural needs through the Maryland Cooperative Extension and the Agricultural Experiment Station. The University delivers continuing education programs that are consistent with its research mission and core competencies to an increasing number of degree-seeking and professional audiences. Using technology, the University provides selected quality programs to audiences worldwide to share its knowledge and extend and enhance educational opportunities. The University also provides administrative support to other USM institutions in the areas of accounting, communications, engineering and architectural services, environmental safety, personnel management, and purchasing.

The University values the Ph.D. and terminal professional degrees such as the M.B.A. as its signature degrees, but it also awards a wide range of bachelor's, master's and other doctoral degrees. Degree programs are offered in agriculture and natural resources, architecture, behavioral and social sciences, business and management, computer, mathematical and physical sciences, creative and performing arts, education, engineering, health and human performance, humanities, journalism, life sciences, information studies, and public affairs. Its faculty achieve national and international renown for their research and scholarship, serve society at a distinguished level, are innovative and creative teachers, and participate in the tradition of shared governance. The highly qualified academic, professional, and non-exempt members of the staff provide both support and leadership for the University's educational, research, and service activities.

The University counts among its greatest strengths and a major component of its excellence the diversity of its faculty, students, and staff. It is committed to equal educational opportunity. It strives to hire a diverse faculty and staff of exceptional achievement through affirmative action, to celebrate diversity in all of its programs and activities, and to recruit and retain qualified graduate and undergraduate minority students.

INSTITUTIONAL CAPABILITIES

The University of Maryland has a clear vision of its future as a nationally distinguished public research university. To achieve this goal, the University expects to perform and be funded at the level of the public research institutions that have historically been the very best. Five such AAU members serve as the University's peers: the University of California-Berkeley, the University of Michigan-Ann Arbor, the University of Illinois-Urbana-Champaign, the University of California-Los Angeles, and the University of North Carolina-Chapel Hill. With increasing numbers of nationally- ranked graduate programs, a distinguished faculty, and research leading to the discovery of knowledge, the University is in a position to provide graduate education at the forefront of research and scholarship, which will attract the most highly qualified graduate students. The University also provides enriched and challenging undergraduate educational experiences, including a core arts and sciences curriculum, opportunities for undergraduate research, living-learning communities such as College Park Scholars and the nationally renowned Honors Program, and other unique, intensive, and innovative programs such as Gemstone and Civicus.

The University of Maryland shares its research, educational and technological strengths with businesses, government and other educational institutions. With productive scholars and researchers of the highest caliber, the University will continue to raise the entire level of business and commerce throughout the State. Because of the depth of knowledge possessed by the faculty across many disciplines, the University of Maryland is uniquely positioned to forge relationships with corporations, non-profit organizations, other educational institutions, local school districts, and major federal agencies, laboratories, and departments. Because of the breadth of strength in many disciplines, the University of Maryland is at the forefront in advancing knowledge in areas that increasingly depend on multi-disciplinary approaches. The University of Maryland serves as a hub of knowledge from which flow cultural, intellectual, and economic benefits to the State and region. University of Maryland faculty share with many segments of society the fruits of knowledge and foster and participate in an entrepreneurial culture that is essential to the development of new industries based on knowledge. Faculty are a resource for federal, state, and local governments in shaping public policies on a variety of social concerns. They are leaders in the preservation and interpretation of history and culture, innovators in the creative and performing arts, and major contributors to the advancement of knowledge in biology, mathematics, computer and physical sciences, information science and technology, and engineering. The University of Maryland is a leader in research on teaching and learning that contributes to educational reform in the State and the nation, provides future administrators and teachers with up-to-date knowledge of the best pedagogical methods in all disciplines in an increasingly diverse educational system, and is innovative in providing pathways to teacher certification.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In accordance with the 2000 State Plan for Higher Education, the University System of Maryland Strategic Plan, and the 2000 Strategic Plan for the University of Maryland, the University of Maryland will:

1. Continue to elevate the quality of undergraduate education by providing enriched educational opportunities and personally fulfilling and challenging academic curricula that prepare all graduates for productive roles in society; by remaining the school of choice for the most talented students in Maryland and for outstanding out-of-state students by strengthening efforts to recruit students who will contribute to and benefit from an enriched educational environment; by improving the conditions for their enrollment and success, including enhanced advising; by increasing retention and graduation rates; by enhancing and promoting the training of teachers by engaging faculty from the arts and science disciplines in teacher training, by increasing the pathways to certification, and by mentoring of new teachers; by working to increase the availability of financial aid to ensure access to all qualified students; and by systematically integrating the use of information technology into its instructional programs so that all faculty and students can fully exploit new technology as an essential tool in teaching and learning;

2. Build a strong, university-wide culture of excellence in graduate and professional education, research, scholarship and creative and performing arts by increasing the number and proportion of its faculty who are regarded by their national and international peers as being among the best in their disciplines; by continuing to improve the excellence of its best research and graduate programs while also increasing the number of programs of recognized excellence; by increasing the University's success in recruiting, developing, and placing outstanding and diverse graduate students; and by developing and facilitating access to scholarly information in all formats to support cutting-edge research, scholarship, teaching, and learning;

3. Ensure a university environment that is inclusive as well as diverse and that fosters a spirit of community among faculty, staff, and students by increasing the diversity of its faculty and staff; by recruiting outstanding and diverse graduate and undergraduate students; by improving the graduation rate of ethnic minority students; and by building a greater sense of community among faculty, staff, students, and alumni;

4. Engage the University more fully in outreach and collaborative partnerships with the greater community by extending the scholarly reach of our campus, extending the learning community beyond the campus boundaries, and promoting lifelong learning as an integral component of our academic programs; by increasing the scope and impact of the University's international programs and activities; by continuing to provide

leadership for the University System of Maryland and its institutions where appropriate; and by expanding the University family of friends and alumni; and

5. Ensure an administrative, operational, and physical infrastructure that fully supports a first-class university by establishing a top-performing University Relations operation; by creating and maintaining an electronic networking infrastructure that provides the tools for faculty and staff to excel in their research and scholarship and to utilize innovative approaches to teaching and learning; by developing the University's physical facilities so that they meet the needs of a leading research university; by ensuring that the administrative operations of all campus units provide customer-oriented service; by accelerating and supporting the migration of student and business services to an online environment; and by building the human resource infrastructure to enable effective recruiting, retention, and first-class support of the academic mission.

UNIVERSITY OF MARYLAND EASTERN SHORE
MISSION STATEMENT

INSTITUTIONAL IDENTITY

The University of Maryland Eastern Shore (UMES), an Historically Black Land-grant university, is a teaching, research, and doctoral institution that nurtures and launches leaders in a student-centered environment, particularly from among ethnic minorities. It is committed to providing high quality programs in an ethnically diverse environment and to preparing students who serve and shape the global economy. UMES is a growing, primarily residential university with a teaching, research, extension, and engagement mission consistent with valuing the scholarship of faculty in discovering knowledge, developing, and disseminating new knowledge, and applying that knowledge to the extended community. The University recognizes that it is also responsible for developing human potential, enriching cultural expressions, and sharing its expertise with individuals, businesses, and educational and governmental agencies. Teaching, research, and engagement foci align with UMES' legacy and mission as Maryland's 1890 land-grant institution. UMES is proud of its more than one hundred ten years of continuous educational service, initially under the aegis of the Methodist Church.

One of the original purposes of the land-grant institutions, the education of citizens for life in the American economy (then, largely agrarian, but now more diverse), includes the disciplines of agriculture, home economics, and mechanical arts. UMES continues to embrace the original purposes as well as their current expansions to include the liberal arts, scientific, business, technological, and professional programs. Through the Maryland Cooperative Extension and the Agriculture Experiment Station, UMES works collaboratively with the University of Maryland, College Park, the 1862 land-grant institution. The University's expanding instructional technology infrastructure supports the increasing externally funded research grants generated by campus personnel to examine pertinent research questions.

Quick responses to the economic and educational needs of the region and the State characterize the role that the University plays. The Hotel and Restaurant Management (HRM) program's provision of well-trained personnel for state and national business and tourism support, the President's membership on the Governor's Pfiesteria Task Force, and the work of faculty researchers that relates to natural resource management and water pollution prevention exemplify this responsiveness. The Rural Development Center provides timely responses to businesses and government requests for financial, technical, organizational, and Internet assistance. The Seafood Technology program assists businesses with the development of procedures that maximize quality, safety, and profitability of seafood products through the use of applied research, certified training, and educational materials.

UMES engages in numerous collaborative efforts to broaden access and opportunity for students and to meet state needs. Collaborative educational connections with local school systems address the Professional Development Schools and *The Redesign of Teacher Education*, including the K-16 initiative, and other programs. For instance, Salisbury State University and UMES collaboratively operate the Master of Arts in Teaching, the dual degree in Sociology/Social Work, and Biology/Environmental Science programs. The Department of Human Ecology and Chesapeake Community College are in the first stages of implementing an articulated 2+2 Early Childhood program. Allegany Community College of Maryland, Frostburg State University, and UMES collaboratively offer HRM course work to the western region. The Hotel and Restaurant Management and Aviation Science programs conduct their baccalaureate degrees on selected community college campuses through articulated agreements. Additionally, the HRM program participates in the USM Shady Grove Center. Continuing education and Elder Hostel programs are coordinated from UMES' Ocean City Center.

The University provides Special Education programs, a teaching area of great State and national need, on the Eastern Shore at both the undergraduate and graduate levels. The University also has the only Agricultural Education and Technology Education programs in Maryland. Access to the Salisbury-Ocean City Airport allows the Engineering and Aviation Sciences program to establish strong links with airport personnel. Aviation students simulate flight conditions in the flight laboratory on campus. Physical Therapy majors provide professional service alongside staff of McCready Hospital -- a 16 bed rural hospital with a 60-bed nursing home -- for home residents and hospital patients of Somerset County. Agricultural and Natural Science students and faculty leaders partner with local agricultural and aquacultural businesspersons to conduct and apply appropriate research findings that improve their economic base. Career and Technology Education courses are offered outside of Princess Anne, such as in downtown Baltimore at the Maryland Center for Career and Technology Education Studies in the Baltimore Museum of Industry. These courses are targeted for technology education teachers who are seeking degrees and teacher certification. UMES offers the Ph.D. in Marine-Estuarine-Environmental Sciences (MEES) and in Toxicology in conjunction with other University System institutions.

While the Carnegie Foundation classifies UMES in its new system as Masters (Comprehensive) Colleges and Universities, MA 1, the University aspires to Doctoral/Research Universities-Intensive classification as it develops new doctoral programs. This aspiration will be supplemented by an increase in bachelors' and masters' programs. Future planned program emphases include such programs as a new bachelor's degree in African-American Studies. To respond to the widespread regional and national health care needs, especially those in rural areas, UMES plans to add to its allied health sciences programs at all degree levels. The University, in order to accommodate changes in the accountancy licensure exam, will develop a master's program in accounting.

Food and Agricultural Sciences, Physical Therapy, and Organizational Leadership are among the areas identified for initial planned, freestanding doctoral degree programs at UMES. These program expansions address needed terminal degree access on the Shore, current and potential strengths within the University, and expressed interests of potential doctoral matriculants. In addition, the University will explore the feasibility of offering a doctoral program in pharmacy (Pharm.D.) and undergraduate programs in engineering.

INSTITUTIONAL CAPABILITIES

UMES views with pride its achievements regarding the provision of high-quality academic programs and services for ethnically and culturally diverse students. Toward that end, the University offers programs and assistance that attract, serve, retain, and graduate first generation college populations, nationally-recognized scholars, and international clientele as part of its core capacity. Students come from approximately 50 different countries, and the number of full-time non-African-American faculty exceeds the number of those of African-American descent.

The University leads the comprehensive institutions in the System in externally funded grants and contracts per FTE faculty. Grants and research focus on information technology, faculty and student development, agricultural sciences, and international programs.

The presence of first-rate graduate faculty with strong national reputations increases the probability that stronger students will come to the University. Faculty-student research pairs present their findings to the University, community funding agencies, and national professional conference participants. Thus, UMES attracts, supports, and graduates the academically capable who have experience in research.

UMES' Office of Information Technology and Outreach, using a value-added strategy, is committed to leveraging the advances in information technology to support innovative research, education, and service to meet the needs of the University, students, and external constituents. The Applied Information Technology Research and Education Center (AIT Center) emphasizes both research and educational objectives, while providing state-of-the-art information technology services in support of government agencies, regional businesses, and university aspirations.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

During the four-year span of this mission statement, the University of Maryland Eastern Shore will address initiatives that support the Maryland Higher Education Commission's *2000 Maryland State Plan for Postsecondary Education*, complement the University System of Maryland's *2010 – Responding to the Challenges that Lie Ahead*, and UMES' Strategic Plan. Accordingly UMES will:

1. **continue to strive to provide the highest quality undergraduate and graduate education by:** a) equipping students with the skills, knowledge, and experience necessary for appropriate professional employment and professional development through strong academic programs whose strength is assured through regular review and accreditation where appropriate; b) developing and implementing programs of performance assessment of student learning outcomes; c) reviewing curricula on a regular basis to ensure compatibility with discipline standards, student demands, and societal needs; and d) setting standards for skill development in the use of information technology for all students; and e) by increasing passing rates on professional examinations.

2. **attract and retain a faculty committed to teaching scholarship by:** a) increasing the percent of faculty with terminal degrees; b) providing regular and intensive faculty development programs and opportunities, especially in approaches to enhancing student learning through the use of current technology; c) providing faculty with technologies and facilities that promote teaching, scholarship, public service, and engagement; d) stimulating and promoting grant activity among faculty and students that support scholarship; and e) increasing faculty salaries to at least the 85th percentile of those in the appropriate category of the annual salary rates of the American Association of University Professors.

3. **reaffirm the University's role, as the State's 1890 land-grant institution of providing educational opportunities and access to help citizens develop economically, socially, and culturally to enhance their lives, their businesses, and their communities by:** a) increasing the number and quality of programs and activities that will help enable agricultural producers to achieve economic and environmental sustainability; b) supporting renewable natural resource stewardship and promoting individual health and nutrition; c) providing, through Cooperative Extension programs of educational and technical assistance to families in an effort to meet the needs of homemakers, farmers, youth, and the elderly; d) promoting and expanding credit and non-credit continuing education offerings that meet the needs of community groups, including youth, senior citizens, and working professionals; e) working with local and regional economic groups to create an explicit role for the University in local/regional development and planning; and f) creating and promoting comprehensive plans for partnerships with area businesses and industries.

4. **continue to encourage the use of technology in support of instructional programs in the development of graduates who are able to use technology effectively, and in efficient administrative and support services by:** a) identifying and implementing the most promising applications of technology; b) providing faculty and staff with the latest technology and training in support of their daily activities; and c) equipping the library with appropriate resources so that access can be provided to national and international databases and connections, government agencies, industries, and research institutes.

5. **facilitate the seamless integration of all education levels through PreK-16 programs by:** a) enhancing and expanding the teacher education program in pursuit of the guiding principles of Maryland's K-16 Partnership program; b) addressing the critical shortage of qualified teachers, especially African Americans and males by seeking scholarship support and active recruiting and incentives; c) requiring passage of PRAXIS I for admission; d) enhancing student success through the increased percentage of students who pass the national professional licensure examination; and e) enhancing the status of teacher education at the University through attainment of National Council for Accreditation of Teacher Education (NCATE) accreditation.

6. **respond to the educational needs of an increasingly diverse student population by:** a) making the instructional, research, outreach, and engagement programs accessible; b) developing and implementing an enrollment plan designed to attract the best and brightest as well as to reach out to the educationally disadvantaged; c) increasing retention and graduation rates by providing effective support programs and practices designed to give students opportunity for academic success, and by offering flexible, innovative, and varied learning formats and opportunities for both traditional and non-traditional students enrolled on and off campus; d) keeping tuition increases at or below those of similar institutions; and e) sustaining the enrollment mix through active recruitment, especially of other-race students, and enhancing a campus climate that will assist in the retention of this mix.

7. **ensure overall efficiency of institutional operations by:** a) adopting the university-wide strategic plan which sets institutional priorities, establishes a framework for budget and resource allocations, and demands that accountability permeate every aspect of the University community; b) applying cost-benefit analysis in reviewing existing programs and evaluating new programs; and c) using comparisons with State and regional peers to assist in the examination of operations.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
MISSION STATEMENT

Institutional Identity

University of Maryland University College (UMUC) is the global university, with headquarters in Maryland, known for high-quality academic programs and outstanding faculty, products, and services to students and clients, independent of time and place constraints. UMUC serves mainly adult, part-time students through both traditional and innovative instruction. UMUC offers associate's, bachelor's, and master's degrees, certificates, and personal and professional development programs that respond to the needs of the lifelong learner. Degree programs are primarily in arts and humanities, behavioral and social sciences, business and management, computing, education, and technology. In addition, UMUC offers a professional doctoral degree in management. UMUC's non-credit programs include professional development in management, technology, executive leadership development and others, as well as professional certification programs and conference services.

UMUC's statewide mission is to extend access to postsecondary educational opportunities for individuals who combine work with study, with a special emphasis on Maryland's professional workforce education needs. UMUC meets those needs through innovative online and classroom-based credit and non-credit programs, using a variety of delivery formats and scheduling options. Classrooms are located throughout the State at over 25 regional sites.

UMUC's global mission is to sustain international eminence by extending access to American postsecondary degrees and non-credit programs worldwide. UMUC's international mission is two-fold: to serve U.S. citizens and their families overseas and to expand into international markets that, in turn, will enhance Maryland's economic development as a center for global commerce.

Institutional Capabilities

UMUC achieves its mission first by meeting the needs of the student--through an emphasis on teaching, faculty development, and student learning outcomes; through a commitment to lifelong learning partnerships with students and clients worldwide; and through innovative delivery of high-quality educational programs, products, services, and customized curricula.

UMUC's principal constituency worldwide consists of citizens in the workforce who wish to begin, continue, or complete college degrees and to do so by continuing their studies along with work and family commitments. UMUC's programs, instructional formats, and infrastructure for academic support services are designed expressly to serve this student clientele, with an emphasis on relevance, convenience, and accessibility. Students take UMUC courses in classrooms at over 25 locations in Maryland and the

national capital region; in classrooms on U.S. military bases throughout Europe and Asia through longstanding partnerships with overseas military commands; at work sites through contractual arrangements with employers; and anywhere in the United States and throughout the world via the Internet. Worldwide, UMUC delivers to employers programs and seminars customized to serve professional and workplace needs. At its Inn and Conference Center in Adelphi, Maryland, UMUC annually conducts hundreds of seminars, workshops, and conferences.

While the typical UMUC student is in the early 30's, the age range of the entire student body spans the late teens through 80. Many older students who have begun their education at other colleges and universities are able to transfer credits to UMUC programs. Diversity of student age at UMUC is accompanied by a remarkable diversity in race and ethnicity. The strong diversity that characterizes UMUC students is expected to increase significantly in future years and to include many more national and international students and faculty.

UMUC is dedicated to the fundamental tenets of collaboration and cooperation with other Maryland educational institutions, both public and private, and actively seeks partnerships with those institutions to benefit Maryland citizens. Indeed, UMUC is an "academic integrator," bringing other Maryland institutions into its half-century partnership with the U.S. military in Europe and Asia. UMUC has an unusual alliance program with Maryland community colleges, whereby students are able to attend both a community college and UMUC at the same time. The UMUC/Community College Alliance has both site-based and online program delivery platforms. UMUC also has, and will continue to build, collaborative programs with its USM sister institutions where markets will support those efforts and where the collaborating partners can realize mutual benefits.

UMUC is an entrepreneurial institution, committed to seeking and forming innovative partnerships with universities worldwide to further its mission to serve Maryland. In addition, UMUC pursues relationships with the private sector both to become their educational provider of choice and to jointly explore new global markets.

UMUC is classified by the Carnegie Foundation for the Advancement of Teaching as a Masters I institution.

Institutional Objectives and Outcomes

The goals and objectives established by UMUC both support and provide institutional specificity to the broader goals and objectives of the *2000 Maryland State Plan for Post-Secondary Education* and the *University System of Maryland Strategic Plan*. Accordingly, the following key objectives are embedded in UMUC's strategic plan:

1. *UMUC will help build and maintain a well-educated Maryland workforce.* In accomplishing this objective, UMUC will a) develop new programs and enhance

existing programs that prepare students for employment in areas of need in Maryland; b) increase enrollment in information technology programs; c) increase the number of partnerships with Maryland business and industry for training and retraining employees at all levels; and d) develop innovative programs in teacher education to respond to the State's critical need for effective teachers.

2. *UMUC will become the national and global leader in the international marketplace of electronic education, building a virtual university that sets the standard for quality and innovation and that distinguishes Maryland as a region of economic growth and educational opportunity.* To fulfill this objective, UMUC will a) increase online program offerings and boost student enrollment in Maryland and throughout the world; b) develop and apply new knowledge to online pedagogy, curricula, and academic support services, training for online faculty, and advanced information technology delivery systems; and c) serve as a resource for other Maryland colleges, universities, and outside educational enterprises that seek assistance in pursuing distance learning initiatives.

3. *UMUC will respond to the needs of growing numbers of lifelong learners.* To accomplish this objective, UMUC will a) provide greater access to traditionally under-served populations of adult learners in Maryland through affordable tuition rates, financial aid, responsive student services, and effective online and site-based delivery; b) facilitate degree attainment by African-American students to a level equal to or exceeding the level of established peers; c) increase the breadth of course and program offerings by developing new programs in areas such as health care, teacher education, and information technology; d) qualify for the Carnegie Foundation's classification of Doctoral/Research Universities/Intensive by expanding the number of graduates associated with the Doctor of Management Degree Program and new degrees developed in response to workforce needs; e) increase retention and graduation rates for all students by strengthening academic counseling and other personalized student services; f) increase the number of institutional scholarships for Maryland students; g) build a faculty and staff that reflect the racial, ethnic, age, and economic diversity of the students; and h) strengthen UMUC's longstanding partnership with the U.S. military throughout the country and overseas through both onsite and online delivery of programs and services to active-duty personnel and their families.

4. *UMUC will increase basic and applied knowledge within the academic community of adult learning, distance education, and online course development and pedagogy.* To do this, UMUC will a) attract increased funding for research in adult learning, distance education, and online course development and pedagogy; and b) conduct ongoing research comparing learning outcomes of distance-learning students to those of classroom-based students.

MORGAN STATE

UNIVERSITY

Mission Statement

Morgan State University

Institutional Identity

The University is designated by legislative statute as Maryland's *Public Urban University*. As such, it gives priority to addressing the needs of the population of Baltimore City through its academic, research, and service programs. Morgan also is one of the Nation's premier historically black institutions of higher education. It is one of a small select group of HBCUs offering a comprehensive range of undergraduate programs, awarding master's and doctoral degrees in a significant number of disciplines, and having significant programs of research and public service. These characteristics as well as its tradition of serving an academically and demographically diverse student body place it in a unique position among Maryland institutions to serve the increasingly heterogeneous population of the state and the special needs of Baltimore. While committed to educating a culturally diverse and multi-racial population, the University also makes an important contribution to increasing the educational attainment of the African-American population in fields and at degree levels where it is under-represented.

Teaching is central to the University's mission. As a comprehensive university, it recognizes the close inter-relationship between quality teaching, research, and public service. It also gives priority to research in fields in which it offers graduate programs, that promote the educational process, and that increase the knowledge base necessary to improve the quality of life of residents of Baltimore and the state. The University places particular emphasis on integrating appropriate resources from its graduate, research, and service programs into its undergraduate curriculum in order to enhance student educational experiences and to motivate students to pursue advanced study. The campus is committed to utilizing its resources through programs of service to enrich the educational, economic, social and cultural life of the Baltimore Metropolitan Area and the State of Maryland.

Morgan offers a comprehensive range of academic programs at the bachelor's level in the arts and humanities. It places particular emphasis on programs in business, education, engineering, and the sciences. Currently a Carnegie Class Master's I institution, the University is making the transition to a Doctoral/Research - Intensive institution. The University is committed to offering graduate programs in fields that undergird and reinforce its undergraduate offerings, that provide for the continuing education of the population of the region, and/or in which minorities are substantially under-represented.

Institutional Capabilities

The University enrolls a student body from a wide variety of academic and socio-economic backgrounds, a characteristic that positions the campus to address of the State's increasingly diverse young population. Morgan enrolls a relatively broad segment of the young population, from those who have outstanding pre-college preparation to those who require support to realize their potential in college and complete a degree. As part of this commitment, it has and will continue to reserve up to 20% of places in its freshman class for students who do not meet all of its freshmen admission criteria but who exhibit potential for success in college. While this positions Morgan to serve students from a wide variety of backgrounds, this orientation is particularly important in serving the rapidly growing African-American population, which currently is considerably less likely to obtain a college degree than majority students. The state's future social and economic well-being is closely tied to its responsibility in ensuring that as many of its citizens as possible are qualified to fully participate in an economy that places a premium on education. The University is capable of educating significant numbers of citizens who might not otherwise be available to meet critical needs of employers.

Morgan's program emphasis is designed to place it in a position to make a major contribution to the needs of the job market and more broadly to society. The University leads all campuses in the state in the number of bachelor's degrees awarded to African-Americans in general and in key fields such as engineering, the sciences, business, and education. At the graduate level, it primarily offers programs that address important needs of the labor market and in which minorities are under-represented. In an economy in which there are major shortages of educated employees, Morgan adds qualified individuals to the workforce. Large numbers of Morgan graduates would not have completed college without the outreach and support provided by the University.

The University has a long history of working with the public schools, particularly those in Baltimore. Its undergraduate programs are an important source of minority teachers while its graduate programs provide education professionals with the education and credentials required to strengthen their contributions to the schools and school systems in which they are employed. The University also provides schools with a number of services outside of its traditional academic programs. These include tutoring, advising, televised courses, pre-college preparation, test preparation, etc.

Because the University is a source of significant numbers of students for the labor market, it has numerous relationships with business and industry. The primary form of such relationships is to expand and strengthen academic programs that prepare students from groups which traditionally are under-represented in fields in high demand in the labor market. The University also has an increasing number of research and service relationships with private sector organizations.

As is the case with the private sector, the federal government has numerous relationships with the University. The primary focus is to increase the number of

students from historically under-served groups who enter the job market or continue their education, particularly in critical disciplines.

Institutional Objectives and Outcomes

The University's highest priority goals for the long-term are:
- To enroll a student body that is racially and ethnically diverse;
- To enroll an undergraduate student body that is broadly representative of the City's young population in terms of past academic performance;
- To offer programs of the highest possible quality from the baccalaureate through the doctorate;
- To support research that advances knowledge, contributes to undergraduate and graduate education, and which increases the capacity of the campus to provide programs of service to the local community;
- To provide programs of service to the City of Baltimore that increase the effectiveness of its organizations and improves the quality of life of its residents.

The University's immediate objectives are:
- To continue to strengthen its undergraduate programs;
- To develop its doctoral and research mission;
- To ensure that its students have sufficient financial aid to enable them to complete their programs;
- To ensure that it provides the supportive and nurturing environment for undergraduate students that increases their probability of being successful in college;
- To ensure that its students, faculty, and staff have access to the facilities, technology and other resources required to ensure that the campus is comparable in quality to other leading institutions.

ST. MARY'S COLLEGE

OF MARYLAND

Mission Statement of
ST. MARY'S COLLEGE OF MARYLAND
for Maryland Higher Education Commission

October 30, 2000

Institutional Identity

As the State's Public Honors College, St. Mary's College of Maryland provides an undergraduate liberal arts education and a small college experience that is unique within public higher education. With a faculty of gifted teachers and distinguished scholars, a talented and diverse student body, and a low student/faculty ratio, St. Mary's College provides a challenging curriculum within an academically nurturing environment. In addition, the College fosters a sense of social responsibility and community among its students through its curriculum and campus life.

The St. Mary's curriculum stresses both intellectual breadth through broad requirements in the arts, humanities, natural sciences, and social sciences, and depth through rigorous discipline-based major programs. The senior project is simultaneously the capstone student learning experience and an important learning assessment tool. By emphasizing creative expression, the interconnected nature of knowledge, and an understanding of cultures with differing values and institutions in all aspects of the educational experience, the College prepares its students for fulfilling lives and successful professional careers in a world of increasingly rapid technological, political, economic and social change.

As a public college that is both accessible and affordable, St. Mary's provides the opportunity for academically talented students from a broad socioeconomic, ethnic, and racial spectrum to acquire a liberal arts education. This diversity creates a rich academic and social environment that enhances the education provided by the College.

Created in 1840 as a living memorial to Maryland's colonial founders and their ideals of tolerance and innovation, St. Mary's College is the oldest public institution of higher education in Maryland. St. Mary's maintains its identity as a residential liberal arts institution, fostering principles of diversity, civic mindedness, and intellectual exploration. The College offers academic and extracurricular programs that build upon the rich historical, cultural, and natural environments that come from its affiliation with Historic St. Mary's City and location on the banks of the St. Mary's River within the Chesapeake tidewater.

An independent board of trustees governs St. Mary's College of Maryland. With a Carnegie classification of Baccalaureate (Liberal Arts) College I, St. Mary's is the only Maryland public institution of higher education and one of only seven nationally having this classification.

Institutional Capabilities

St. Mary's stresses student learning through extensive student-faculty interaction, the use of effective learning pedagogies, and systematic faculty development. The College believes that excellent teaching is enriched by the knowledge and skills developed in research and other professional activities. Such experiences are also important for students, and the senior project provides the opportunity for students to develop intellectually and creatively in ways not possible through traditional classroom instruction. St.

Mary's encourages a sense of individual and civic responsibility by emphasizing notions of community and supporting cooperative or collaborative endeavors in both academic and extracurricular life.

Institutional Size and Enrollment. St. Mary's distinctive role within public higher education in Maryland is to provide a liberal arts education in a small residential campus environment. The small size fosters the intellectual traditions of the liberal arts college and builds a sense of community. The low student/faculty ratio allows for close interactions between students and faculty, both in and outside of the classroom. Small classes stimulate faculty to use innovative teaching methods, largely based upon experiential, inquiry-based learning. Faculty members serve as mentors to students working on independent research experiences. Outside of the classroom, all full time faculty members serve as academic advisors to students.

St. Mary's has the capacity to accommodate growth to help meet the increasing demand for postsecondary education in Maryland.

Preparation for Post-baccalaureate Education. Traditionally, a large share of all liberal arts college graduates seeks a post-baccalaureate education. A majority of St. Mary's College graduates pursue graduate or professional education. We encourage and support this goal for all students. The learning environment is experiential, investigative and inquiry-based. In addition, students are encouraged to perform a year-long senior project under the direction of a faculty mentor.

The Access Mission. As a public institution, St. Mary's College is committed to its role in providing equal access to higher education. As a public institution with affordable tuition, relative to other liberal arts colleges, the College is in a unique position to offer a liberal arts education to first generation and to economically disadvantaged students. The College also seeks to expand the proportion of enrollment accounted for by minority students through increased numbers of minority faculty members, an inclusive curriculum, and additional financial assistance.

Preparation of K-12 Teachers. The College is committed to providing "model" preparation for K-12 teachers. All St. Mary's graduates who are certified to teach must obtain a discipline major. In addition, we require that student teachers spend significant time in the K-12 schools themselves as part of their preparation. The educational studies programs and faculty are deeply integrated into the local school systems. Our faculty members are leaders in helping K-12 teachers learn how to incorporate instructional technology into curricula and classrooms in pedagogically meaningful ways. The College is a state-wide leader in modeling the most appropriate education for teachers. We aspire to meet all of the substantive recommendations of the teacher education redesign task force of 1996. Moreover, we will expand the number of graduates who obtain certification. The College will continue to provide in-service training opportunities for K-12 teachers.

Information Technology. St. Mary's College of Maryland believes that students must understand and use effectively and creatively information technology. The skillful use of information technology is an increasingly important part of every dimension of life. For this reason, the College strives to expand access to information services for the entire SMCM community, build and maintain a technology infrastructure that is state-of-the-art, and develop a staff that is committed to and expert in the use of information technology. In short, the College seeks to integrate information technology into virtually every dimension of the operation of the College, and to incorporate it throughout the curriculum as part of well-defined learning objectives.

Partnerships. St. Mary's College of Maryland values its role in and relationship to the local community and the State of Maryland. With a liberal arts curriculum directed toward building a broad education and a sense of perspective, St. Mary's seeks to prepare its students for leadership and participation in a

changing world. Given this value, St. Mary's has developed an array of affiliations and partnerships with agencies that enrich our offerings to students and provide a public service to the citizens of Maryland. These relationships include ties to other academic institutions, community service organizations, scholarly consortia, and federal government agencies.

Within the last year the College developed collaborative degree programs with Johns Hopkins University and Towson University and recently partnered with Washington College for study abroad offerings. The College library staff is a member of the Maryland Council of Library Directors consortium that provides for the sharing of library resources and services. Faculty members and students at the college work closely with researchers and scholars at the Chesapeake Biological Laboratories in Solomon's Island, Society for Historical Preservation, The MAC Lab, Jefferson Patterson Park in Calvert County, and of course with our state-endorsed affiliation partner, Historic St. Mary's City. Our students benefit from internship opportunities reserved for the College by the Departments of Energy and Transportation, and a co-op program sponsored by local government contractors for our computer science majors. The College also maintains an educational and facility use agreement with the Patuxent Naval Base in Lexington Park.

College Strengths from Location: Historic St. Mary's City and the Chesapeake Tidewater. St. Mary's location at historic St. Mary's City on the banks of the tidal St. Mary's River provides unique opportunities for environmental, historical, cultural and public policy studies. These opportunities are realized through course related activities, faculty scholarship, student research and special programs. They are further supported by partnerships and collaborative relationships with local, state, federal and corporate organizations. The College will continue to strengthen programs with direct connections to our location and community.

Community Services. College faculty, staff and students are key volunteers to both public and private organizations in the community. The athletic, recreational, and meeting facilities of the College serve as unique and valuable resources to the surrounding community and region. The College hosts an extensive series of lectures, concerts, exhibits, sports competitions, and other events to which the public is welcome. In addition, the College acts as a resource to the surrounding community by providing athletic facilities to local teams, extensive community swim hours in its natatorium, reception and convention facilities (especially important during summer months), and informal gathering places that enrich the lives of area residents.

Cost Effectiveness. Institutional operations were found to be efficient in recent assessment reports from peers and consultants. The College is distributing its resources effectively to meet its goals and objectives. Excellent average incoming SAT scores and GPAs and the highest four-year graduation rate in the State are measures of the commitment and success of the College in educating and graduating its students.

Institutional Objectives and Outcomes

The best description of the goals for the College is contained in the College's Managing for Results Plan. The major goals of the College, taken from the Plan, are enumerated below.

Goal 1.   Strengthen the quality of instructional offerings; in particular, implement the curricular proposals embodied in the Honors College plan approved by the faculty.

Goal 2.   Recruit, support, and retain a diverse group of students, faculty and administrative staff who will contribute to and benefit from the enriched academic and cultural environment provided by St. Mary's.

<u>Goal 3</u>. Increase the effectiveness of the learning environment at the College.

<u>Goal 4</u>. Enhance the quality of co-curricular and extracurricular student life.

<u>Goal 5</u>. Increase access for all students by increasing the amount of institutional financial assistance available.

<u>Goal 6</u>. Increase our contribution to economic development in Maryland.

<u>Goal 7</u>. Increase student and alumni participation in and contributions to civic activities in the Maryland community.

<u>Goal 8</u>. Increase our contribution to the Maryland workforce.

COMMUNITY

COLLEGES

ALLEGANY COLLEGE OF MARYLAND
MISSION STATEMENT

I. INSTITUTIONAL IDENTITY

Allegany College of Maryland College of Maryland (ACM) is committed to its mission of improving the lives of people by providing them with quality education and support services at reasonable cost in a convenient and comfortable environment. As a community college, the particular strengths of the institution lie in its ability to be flexible, innovative and efficient as it responds to the changing needs of students. Providing affordable and equitable access for every qualified citizen, a goal espoused in the 2000 Maryland State Plan for Postsecondary Education, has long been part of the institution's mission.

Emphasis is on undergraduate education. The College awards the Associate in Arts, Associate in Science, and Associate in Applied Science degrees, as well as the one-year Certificate. In addition, through ACM's Center for Continuing Education, Continuing Education Units (CEUs) are awarded.

The uniqueness and character of the institution are derived from its core values which include beliefs in the following:
- treating others as you would want to be treated;
- respecting the individual;
- helping one another to develop strengths and
  eliminate or diminish weaknesses;
- measuring the outcomes of our education and services;
- being honest with ourselves and others;
- exhibiting the highest standards of ethical behavior; and
- advocating freedom of expression.

The College serves a blend of both traditional and non-traditional, lower-division college students. Most students attend ACM on a full-time basis, although the percentage of part-time students rose steadily throughout the decade of the 1990s. A majority of students are enrolled in career programs, but a significant number are preparing for transfer. Because of its unique service radius and proximity to West Virginia and Pennsylvania, ACM serves a large regional population. Ninety-eight percent of ACM students are Caucasian, a direct reflection of the ethnic demographics of the community. Most ACM students are economically disadvantaged and are first-generation college students. The economic disadvantages of students are directly related to Allegany County's median household income level, the lowest in the State.

The College's programs of study include an array of choices for those who want to prepare for an occupation or immediate employment. These programs are in specific career-oriented and technical areas which respond to current needs in the regional job market. The College also offers opportunities to students who wish to transfer to a four-year institution, including a "University Studies Program" which is a personalized curriculum designed to meet the requirements of the institution to which the student plans to transfer.

The Maryland Higher Education Commission has designated certain instructional programs at Maryland community colleges as statewide. Allegany College has 16 statewide designated programs. In addition to providing greater opportunity to Maryland citizens, these programs reduce unnecessary duplication of effort by the State. Also, since residents of one county can enroll in designated programs in adjoining areas with little or no additional cost, there is less need to have all programs available locally. Programs with these designations promote access (State Plan's Goal 2) and efficiency (State Plan's Goal 8).

Because Allegany County is the hub of medical care and services for the region, the College has developed a reputation and program emphasis for high quality allied health career programs. The State's goal to "achieve and sustain a preeminent statewide array of postsecondary educational institutions that are recognized for their distinctiveness and their excellence nationally and internationally" is helped by the superior performance of ACM graduates on national licensure examinations.

Programmatic emphases for the future will include partnerships with the public schools in the region through the continued development of articulation agreements and early admissions participation by public school students.

The College will continue to embrace new technologies by continuing its implementation of distance learning opportunities. Learning through the use of interactive video labs, Internet, and satellite downlink will enable ACM to become a more comprehensive center for post-secondary education and to expand the variety of programs available at the College through partnerships with other colleges and universities.

II. INSTITUTIONAL CAPABILITIES

The College's primary function is teaching. The goal is to help each student define and achieve his/her goals in life, as much as possible, given the College's mission, and for as long as the student can benefit from ACM's education and services. The College's teaching, training, and service functions address many of the goals and objectives presented in the State Plan. The goals established in the State Plan which are most relevent to this institution's capabilities are the following:

Quality. Maintaining quality programs is an integral part of the College's mission. The College ensures program quality by designing and re-engineering career programs that reflect contemporary workforce needs and maintaining transfer programs that articulate with other higher education institutions. Through peer advisory groups and occasional DACUM analyses, the College is able to ascertain employer needs. By maintaining accreditation in key career areas

and high rates of licensure exam passage, the College is able to provide graduates with high levels of occupational skill. By measuring classroom performance of both students and teachers, the College ensures that acceptable standards of academic excellence are being met.

Access. The College is an open-admission institution that accepts students from diverse backgrounds, from dual-enrolled students still in high school to mature adults who are transitioning from one career to the next to senior citizens who might take courses for personal enrichment. The College maintains access through a number of outreach activities including a vigorous student recruitment program, special tuition discounts for early college (dual-enrolled students), coursework offered at local high schools and other off-campus sites, and numerous courses available via distance education available in interactive video, telecourse, and Internet formats.

Accountability. The College measures its effectiveness in numerous ways, including: annual reports of enrollment, graduation, and success; annual institutional reports; surveys of high school students, recruitment contacts, currently enrolled students, non-continuing students, graduates, employers, and the general community; advisory committee feedback; external reviews by national or state accrediting agencies; faculty evaluation; student tracking systems; and internal study documents.

In addition, the College issues an annual Institutional Performance Accountability Report to the MHEC as part of its annual reporting requirements. The heart of the report is a series of key indicators that measure institutional accountability in the areas of quality, effectiveness, access, diversity, and efficiency according to certain qualitative benchmarks established by the College. Performance of these indicators is linked to institutional planning and budgeting at the College, and the results are compiled by MHEC and presented to the Governor and General Assembly.

Economic Development/Workforce Training.
The ACM Center for Continuing Education is the region's primary provider of employee training programs for companies and agencies. Audiences range from new entry-level hires and experienced workers to middle management and senior management professionals. The Center also utilizes the technical expertise of the Advanced Technology Center of Western Maryland and the Small Business Development Center to develop and deliver training services.

Allegany College's Center for Continuing Education staff are called upon by the Allegany County Department of Economic Development to assist with formal presentations to prospective firms interested in locating or expanding in the County. The College has focused on providing skills training for new employees and experienced employees. Frequently, this involves the development of very specialized training needs assessments and matching program development. The College also works closely with existing organizations to help design and conduct either short-term or long-term employee training to help improve the competitiveness of

corporations and the efficiency and skill levels of non-profit organizational employees. All of these efforts contribute to the economic growth and stability of all the organizations that the College serves.

Research. As a community college, the college's mission does not include the component of research activities.

Teacher Education. The State Plan outlines goals and objectives for solving the problem of the teacher shortage and teacher preparation as one of higher education's highest priorities. Allegany College has two-year teacher education programs for both elementary and secondary school teaching. During the past five years (1996-2000), enrollments in its teacher education programs has increased 17 percent. Discussions at the State level have included the possibility of establishing an associate degree in teaching which would be fully articulated with the four-year institutions. The realization of this goal would help address the current shortage of teachers and this College would be able to contribute to that effort.

Information Technology. The College uses, in varying degrees, several technologies to provide distance learning educational opportunities, including interactive television with compressed video, interactive television on a full-motion fiber optic system, web courses, videotape telecourses, and satellite courses. The State's support of information technology to the higher educational system will be a critical factor in the continued development of information technologies and the institutions' abilities to sustain them.

K-16 Partnerships. Partnership activities with K-16 institutions include such programs as an occupational completer program in biotechnology in cooperation with the Allegany County Board of Education (ACBOE) and Frostburg State University (FSU); a 2+2+2 partnership with UMES for a bachelor of science degree in the area of hotel management; partnerships with the ACBOE in delivering college-level courses to high schools using distance learning technology; 2+2+2 partnership with the ACBOE and FSU for Computer Program/Information Technology; expanding partnerships with major hospitals such as Winchester Medical and three hospitals in Johnstown, PA, as clinical sites for allied health program students; 2+2+2 program with ACBOE and FSU in engineering and pre-engineering technologies; several completer program partnerships emanating from the National and State School-to-Work and Tech Prep initiatives; several specific articulation agreements with the ACBOE in areas of office technologies, communication media, forestry, and automotive technology; Credit by Examination articulation agreements; 2+2 partnership with Bowie State University for delivery of a Bachelor of Technology program; partnerships with Geneva College, California University of Pennsylvania, and Pennsylvania State University for degree completer programs; participation in the Maryland Virtual Community College system; credit and non-credit education and services in cooperation with the Federal Corrections Institution in Western Maryland; computer training program for 490

ACBOE teachers; Tech-Prep initiatives with the ACBOE; co-hosting of regional science fair with Frostburg State University and Garrett Community College; preventive dental health programs and on-campus career exploration activities for elementary school children.

III. INSTITUTIONAL OBJECTIVES AND OUTCOMES

The following are primary goals of the institution that warrant the investment of State resources. These objectives will assist in meeting the State's needs as outlined in the State Plan for Higher Education. By the realization of these goals, the College will continue to help people learn about, access, and benefit from the educational programs and services offered by the College.

Goal: Continue implementation of the new digital library database.
Allegany College is committed to the continued development of its on-line digital library system. This goal is in concert with the State's goal to provide access to on-line databases for all Maryland citizens. The economy of scale realized through a statewide effort makes access to a broad spectrum of information possible that the smaller colleges in outlying areas could not otherwise provide. There is no doubt that the further development of this goal warrants the investment of State resources. Now that access is possible, the College's objectives include training faculty and students on use of the system.

Goal: Continue development of on-line education and services.
A major College goal has to do with the continued development of web-based technology to support the teaching/learning process. Objectives include establishing program and course priorities for web-based development and delivery. Also, recommendations will be made relative to the issues of faculty training, hardware and software support, standards for quality, and compensation for development of web-based courses. The College will need to continue to invest in information technology and will need to search out ways of doing so within its capabilities. The State's support and investment in information technology will be crucial.

Goal: Increase the number and amount of scholarships and other student financial aid available to students.
Allegany College of Maryland has devoted much time and effort towards increasing its scholarship endowment fund and in soliciting contributions for scholarships from companies, agencies, and individuals. These efforts will continue, but the need is great. The availability of financial aid is critical to students being able to access higher education opportunities. The College will continue to have a goal of maintaining tuition levels that are affordable and competitive and increasing the number and amounts of scholarships and other financial aid available to students. Increasing State and federal financial aid is, however, another critical component in making higher educational a possibility for all Maryland residents.

Goal: Increasing students' success.
The College continues to have a goal of increasing students' success at the institution. Many programs and services are in place geared at meeting this goal and efforts will continue. To provide a longer term solution to tutoring needs, the College has applied for a federal Student Support Services grant with the objectives of providing funds for full-time professional tutors and additional funding for peer tutors. Also, intervention strategies will be developed to improve basic academic skills.

Goal: Continue the College's commitment to providing equal educational opportunity.
As an open-door admissions institution, the College has always been committed to providing equal educational opportunity to all citizens who can benefit from the College's programs and services. The College provides an array of programs to meet the needs of citizens of all from an early admissions program for high school students to senior citizens programming. Also, the College has established benchmarks for minority student representation to be in accordance with the demographic makeup of the community it serves. Providing an accessible campus and services for handicapped students continues as a major objective as the College pursues efforts to renovate its physical plant.

Anne Arundel Community College
Mission Statement
For the
Maryland Higher Education Commission

Institutional Identity

Over the last year and a half, Anne Arundel Community College engaged in a comprehensive self-assessment and strategic planning process that culminated with issuance in July 2000 of a more focused, results oriented five-year Strategic Plan, *2005@AACC.qual.edu*. This intensive and introspective initiative had faculty and staff throughout the college refining our institutional identity and charting a course for the College to follow as it adapts to change, addresses new challenges and opportunities, and forwards the state's strategic plan for postsecondary education in the years ahead.

The essence of who and what we are organizationally and intend to be is captured in our shared vision- Anne Arundel Community College as a *"premier learning community"* and institutional mission statement with its resounding commitment to "access," "affordability," "quality," "responsiveness," and "accountability." Vision and mission are the driving forces behind our Strategic Plan and the themes, which bind and direct us as a community of educators and learners.

In May 1999, the College's Board of Trustees approved the following Mission Statement for Anne Arundel Community College. The Board reaffirmed this mission in October 2000. Our mission defines our identity and drives our actions.

Anne Arundel Community College
Institutional Mission Statement

With learning as its central mission, Anne Arundel Community College strives to embody the basic convictions of the American democratic ideal: that individuals be given full opportunity to discover and develop their talents, energy and interests, to pursue their unique potentials and to achieve an intellectually, culturally and economically satisfying relationship with society. Such opportunity should be easily available and readily accessible to all Anne Arundel County residents.

Students enrolling in associate degree transfer or career programs, certificate career programs or participating in continuing education and lifelong learning programs can be assured that the college, as an accredited, public, comprehensive, open-admission institution of higher learning with affordable tuition, is, within the limits of its resources, vigorously committed to:

- ❧ fostering excellence of teaching and learning for students, faculty and staff;
- ❧ providing for learners at various preparation points, from pre-college to post-graduate, a range of integrated credentialing opportunities;
- ❧ offering credit and continuing education courses and programs in a variety of formats responsive to a multiplicity of community needs;
- ❧ providing appropriate services in support of academic success and student development;
- ❧ affording Anne Arundel County residents an opportunity to pursue higher education and lifelong learning;
- ❧ providing a campus climate inviting the diversity of the community's population;
- ❧ upholding rigorous and fair standards of student achievement;
- ❧ promoting lifelong learning;
- ❧ providing a source for intellectual, cultural and physical vitality in the community;
- ❧ planning for efficient allocation of college resources and for institutional effectiveness;
- ❧ maintaining a spirit of collegiality among the various sectors of the college; and
- ❧ promoting county and state economic development by providing a variety of educational services and training programs to business and industry in both the private and not-for-profit sectors and to national, state and local government agencies.

- **Institutional Uniqueness and Distinction**

Mission statement mandates brought to life throughout the College's strategic plan as goals, objectives, and action strategies directly and substantively forward the strategic goals set by the Maryland Higher Education Commission's *2000 Maryland State Plan for Postsecondary Education:* quality and excellence, access and affordability, economic development, research, teacher education and student readiness, diversity, technology, and institutional accountability and effectiveness. In fact, the College's strategic planning effort mirrored the state's and as we set our institutional direction for the future, college planners used trend data and acknowledged trend implications that influenced the state's planning initiative.

Anne Arundel Community College serves the fifth largest county population in Maryland and ranks third in the percentage of county residents enrolled as undergraduates in public postsecondary education at the local community college. This is not a statistical aberration but the direct result of the College's commitment to "responsiveness to community needs and provision of the highest quality programs and services." Though community colleges have essentially similar missions, Anne Arundel Community College has created a unique and distinct niche among its peers with its continuous assessment of community need and quick turnaround response. As a result, the College has achieved a local, statewide, and national reputation for progressive, high quality learning programs, services, and innovative practices.

- **Programming and Future Development**

The College's success, reflected in the largest enrollment growth in the state's community college sector and a recognized reputation for excellence and service, can be attributed to faculty and staff commitment to responsiveness and flexibility in the face of changing community and student needs. In accordance with the community college mission, established by the Annotated Code of Maryland, learning program development at Anne Arundel Community College centers upon:

- providing a core curriculum of general education, including courses in the arts and sciences, that should be available to all students;
- providing lower level undergraduate courses, in accordance with credit transfer guidelines set by the Maryland Higher Education Commission, for students who aspire to continue their education at a senior institution;
- providing technical and career education programs;
- providing training in skills and fields of study of importance to the region's business community;
- providing a wide variety of continuing education, lifelong learning programs to benefit citizens of the community;

In keeping with the Maryland code and our mission mandate for responsiveness, the College's Strategic Plan has established, "improving curriculum and instruction to meet community need," as a primary institutional strategic priority. As stated in Objective 1.4: *"all new learning opportunities (programs/courses) and appropriate learning support mechanisms and systems will address high demand requirements dictated by student and labor market needs"*. The College will achieve this objective by strengthening its environmental scanning capacity, instituting a comprehensive curriculum review and development process directly driven by needs assessments, and more proactively utilizing business/industry advisory boards particularly in information technology and emerging technologies fields.

Institutional Capabilities

The College has established an enviable record for providing the residents of Anne Arundel County with the highest quality programs, instruction, and services. By living its vision and mission through its Strategic Plan, the College possesses the attributes and capabilities to actualize the following postsecondary education goals established by the Maryland Higher Education Commission.

State Plan Goal 1 – Achieve and Sustain a Preeminent Statewide Array of Postsecondary Educational Institutions that are recognized for Their Distinctiveness and Their Excellence Nationally and Internationally

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College Vision
Anne Arundel Community College is premier learning community whose students and graduates are among the best prepared citizens workers of the world.

Anne Arundel Community College's vision statement motivates the College community to achieve "world class" status. It places a premium on learning reflected in its broad array of programs and services responsive to the learning needs of diverse students and county population groups. Our mission mandate and number one strategic goal - *meeting community education and training needs through delivery of high quality programming and instruction* – sets the expectations for strengthening the responsiveness and effectiveness of current course/program offerings and targeting future course/program development to high demand community and labor market needs. Actions to improve the quality and responsiveness of curriculum and instruction include: systematic review of curricula offerings to ensure currency and relevancy; enhancing honors, accelerated and integrated learning opportunities; expanding access to learner support services to improve student success in communications, critical thinking, mathematics and reading; integrating writing across the curriculum; implementing diversity across the curriculum; fully operationalizing a systematized student learning outcomes assessment program with learning performance standards and outcomes defined at the institutional, programmatic, and course levels; and serving as a primary regional resource for technology and technically supported training and education.

Along with assuring programmatic and instructional responsiveness, the College fully recognizes its responsibility to enhance learning by providing essential support services. Thus, a second institutional priority is to *"maximize student success through the delivery of comprehensive student support services fully integrated with instructional systems."* Over the next five years, the College plans to strengthen and more effectively integrate student support services from recruitment to graduation into a comprehensive continuum of proactive student support; institute policies, procedures and specialized support and retention systems to enable under-represented and "at-risk" students to succeed at the College; and institute a student tracking/quality assurance system which monitors student progress, triggers "early and often" interventions and maintains readily accessible performance data for student support system improvements.

State Goal 2 – Provide Affordable and Equitable Access for Every Qualified Maryland Citizen

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As a public, comprehensive open-admission institution committed to affordable tuition, Anne Arundel Community College provides educational opportunities for all county residents regardless of their background and/or abilities. This is our distinct mission and what makes the community college a unique and vital player in a comprehensive state system of public higher education. To provide hope and opportunities for citizens of all walks of life, the college strives to provide many avenues of access and maintain affordable course/program offerings that meet

the multiplicity of resident and student needs. These are primary mission mandates echoed throughout our Strategic Plan and addressed specifically as goals, objectives, and outcomes.

Access

Anne Arundel is committed to providing any time any place education. Objective 1.5, addressing our strategic goal to *meet community education and training needs through delivery of high quality programming and instruction,* calls for packaging, scheduling, and delivering programming, instruction, and learning resources in creative ways that directly address the unique learning and scheduling needs of diverse student populations. The College is a leader in nontraditional programmatic delivery formats, currently offering weekend degree programs and courses, evening courses, short-term training, extensive telecourse offerings and web instruction. In the years ahead, the College plans to expand its array of instructional, support, and administrative services in non-traditional formats.

Affordability

The Board of Trustees of Anne Arundel Community College recognizes the importance of keeping tuition and fees for credit and continuing education courses/programs at reasonable/competitive levels to maximize access. The Board approved its first tuition increase in six years for FY 01 to $60 per credit hour – which remains significantly below the statewide community college average per credit hour. Requests for tuition and fee adjustments are evaluated based on impact on student financial aid, including the College's short-term loan program, and the ability of the Anne Arundel County citizenry to pay. The College has specifically committed itself in its Strategic Plan (Goal 7.0, Objective 7.1) to maintaining tuition and fees at a reasonable and competitive level to assure continued equitable access.

> *State Goal 3- Contribute to the Further Development of Maryland's Economic Health and Vitality*

Anne Arundel Community College is an acknowledged leader in realizing its mission mandate to support the economic and workforce development of the county, region, and state. Two thirds of the annual community college system education/workforce development FTE's are the result of the outreach and impact of Anne Arundel Community College's continuing education and workforce development programming. Recognizing that an educated citizenry is essential to economic vitality, the College has provided a vast array of credit and noncredit programming directly addressing the training and lifelong learning needs of the community. From a broad network of adult basic skills education to more specific customized business and industry programming, the College has established productive, meaningful partnerships with businesses, industries, and government agencies to forward the economic and workforce development plans for regional growth and prosperity. To strengthen this tradition and practice, the College's Strategic Plan establishes community outreach and impact as one of its seven strategic priorities. In particular, the College is intent on expanding and enhancing its partnerships with the business-industrial sector, county public schools, government agencies, community groups, other colleges

and universities to foster productive collaborative initiatives that directly address the economic and workforce development needs of the county, region, and state (Objective 3.4).

State Goal 4 – Support and Encourage Basic and Applied Research

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While teaching and learning are primary to a community college's mission, applied research and public service are also vital elements of mission driven responsiveness to community needs. As the community's college, Anne Arundel directly forwards State Goal 4.2: *support and employ existing and emerging applied research to address societal problems facing Maryland* through its Environmental Center and Center for the Study of Local Issues (CSLI). Partially supported by Anne Arundel County, the Environmental Center conducts research and educational activities concerning the quality of natural waterways in the county and how that quality is affected by human activities. Through applied research, the center identifies problems and devises solutions in such areas as fisheries, wetlands, aquatic plant control and effluent treatment for both government and industry. Diverse projects provide student employment and valuable experience, which supplement classroom activity. The center also serves the community through advice and lectures on environmental topics. CSLI conducts surveys and trend analyses for County agencies, Chambers of Commerce, and other local entities interested in assessing political, socio-economic, cultural trends/dispositions regarding specific regional issues and concerns.

State Goal 5 – Strengthen Teacher Preparation and Improve Readiness of Students for Postsecondary Education

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Anne Arundel Community College has established a productive working partnership with the Anne Arundel County Public Schools. College and county school system leadership meet periodically throughout the year to identify and initiate high need improvement projects that effectively: a) address pressing pre-K-12 needs and b) facilitate the coherency of a seamless pre-K through lifelong learning continuum. To solidify its commitment to the public educational system, the College's Department of Education, Child Care Training Institute, and Teacher Technology Training Program are actively engaged in responding to pre-K-12 needs particularly the preparation and continuous improvement of child care providers and teachers. Anne Arundel Community College sponsors: 1) pre-service and teacher education attracting students to teacher education programs fully articulated with multiple, four-year Baccalaureate programs; 2) in-service teacher education and development programs to enhance pedagogical and technical skills; 3) cooperative innovative curriculum development. The College's Teacher Technology Training Program (T3) has achieved regional and national recognition for its impact and effectiveness in response to teacher training needs.

The College's Strategic Plan firmly establishes expanded/improved efforts in this arena resulting in an increase in the network of partnerships, the number of students aspiring for teacher education and certification, and the number of teachers enrolled in college sponsored training and learning opportunities. Efforts are well underway to dramatically influence certifications and recertifications as a primary strategy to address the County's shortage of qualified teachers. The

College will strengthen the impact of its Education department, Teacher Technology Training Program, and Child Care Training Institute through the merger of these three entities into a Center for Teacher Education and Professional Development. The Center will provide the optimal infrastructure with a unified mission to meet county needs related to the present and projected shortages of teachers and child care providers, retention of both teaching and child care professionals, and local accessibility to teacher preparation and training opportunities at varying levels. To enhance the Center's impact and effectiveness, the College has allocated FY 2001 funds to the hiring of faculty and support staff positions to augment programming and services.

Similarly, the College has a long history of active collaboration and sponsorship of programs enhancing the preparedness and readiness of county school students for postsecondary education. Tech prep programs and similar specialized college/school partnering initiatives specifically address the need to improve K-12 student skills to better prepare them for success in college and the workplace. A major focus in the years ahead will be the development of bridge and transition programs for nonaspirants and underrepresented populations (i.e. woman, minorities, and disabled) enrolling in high demand science and technical programs.

> *State Goal 6 – Provide High Quality Academic Programs for a Population of Increasingly Diverse Students*

The College's strategic plan affirms the innate worth of all individuals, incorporating the College's broad definition of diversity throughout the organization and creating a welcoming and accepting climate supportive of growth and development of all community members. The College expects to have a faculty and staff at least representative of the county's diverse population and will concentrate on diversifying support services staffing as well. In addition, the College plans to implement Diversity in the Classroom Assistance Training program, consolidate diversity efforts into a comprehensive program, and develop at the departmental level diversity action plans.

In addition to the initiatives described in relation to State Goals 1 and 2, Anne Arundel Community College has established as a strategic objective "increasing access to and the success of under-served and underrepresented populations by extending its outreach and creating programs and services that meet the educational needs and diverse learning styles of diverse student populations (Strategic Plan, Objective 2.2).

Anne Arundel Community College recognizes the importance of minority student success. In the last ten years, the College's student population has become increasingly diversified. Today, the percentage of African Americans credit students mirrors that of the county population and minority groups are projected to be a larger element of our student body in the years ahead. Facilitating ready access to opportunity is but one facet of our responsibility. We must also provide the right support services to facilitate success. In fact, the College has strongly committed to achievement of this key objective by establishing, as an expected outcome, a 10 percent increase in the number of first-time, full-time degree seeking African American students and total minority students transferring/graduating to four-year Maryland institution within four years of matriculation. Developing a summer pre-immersion developmental skills building

program, improving the educational plan development process, implementing a minority student outreach program, and creating a Diversity Center are examples of the many planned activities.

> ### *State Goal 7 – Establish Maryland as One of the Most Advanced States in the Use of Information Technology to Improve Learning and Access*

The College's Strategic Plan clearly establishes technology as a prime enabling tool for enhancing access, learning and institutional effectiveness (Goal 5.0) thus forwarding the state's plan to incorporate technology into instruction, provide high quality distance education opportunities, and provide access to electronic library services. The College's strategic plan also strengthens the institution's leadership role in distance education. It builds upon existing instructional strengths by expanding student and instructional support services available on line. The College's plan equally emphasizes technology as a means to increase administrative efficiency and effectiveness. To realize its technology goal and corresponding objectives, the College has firmly committed to increasing and improving the technological training made available to College faculty and staff.

> ### *State Goal 8 – Achieve a Cost Effective and Accountable System of Delivering High Quality Postsecondary Education*

The College's Board of Trustees has clearly defined accountability as a major mission mandate – a fact reaffirmed and notably strengthened in the new Strategic Plan. Institutional integrity at Anne Arundel Community College means verifying that we in fact accomplish that which we say we do. To that end, the College has committed to a system of performance measurement fueling continuous quality improvement. Performance/effectiveness indicators defined at the institutional, divisional, and departmental levels will be assessed annually resulting in improvement plans designed to assure benchmark achievement (Strategic Plan, Objective 4.5). Annual assessment and planning are the conduits for realization of strategic goals and objectives and continuous institutional improvement.

Acknowledging that high quality programming and delivery must happen in prudent, cost effective ways, the College has further established as a strategic priority, the effective use of fiscal and physical resources. The College will fully integrate planning, budgeting, and resource development by implementing a system that relies on cost containment, cost benefit analysis, budget reallocation strategies, and reengineering to effect cost efficiencies and assure strategic plan implementation and the highest quality programming and services.

Institutional Objectives and Outcomes

In December 1999, the College's Board of Trustees approved as the core of the institutional strategic plan seven strategic priorities – *curriculum and instruction, student-centered service delivery, community outreach and impact, institutional integrity, technology, human resources, and planning and resource acquisition and utilization.* To maximize the College's

effectiveness in realizing its institutional vision and mission, these seven priorities define Anne Arundel Community College's strategic direction over the five-year period, FY2001-FY2005. Priorities are fully developed with goals, objectives, expected results, and major actions into a comprehensive plan, **2005@AACC.qual.edu.**, which was approved by the College Planning and Budget Council in June 2000. The College's five year goals and objectives are:

Strategic Priority – Respond to community education and training needs through delivery of high quality programming and instruction.

Goal 1.0: Improving Quality and Responsiveness of Curriculum and Instruction

Anne Arundel Community College will provide relevant high quality programs, courses and instruction delivered in diversified, innovative ways which respond to the learning and scheduling needs of diverse constituencies and maximize students' potential to succeed academically, perform optimally in their careers and lead fulfilling lives.

Five-Year Objectives

1.1 **Strengthening of Curriculum:** Strengthen and enrich the learning continuum from developmental to accelerated instructional offerings by making certain (a) content is current and relevant, (b) skills development is fully defined and emphasized (c) critical thinking, problem solving, effective communication, work attitudes and character are fully developed and (d) global and multicultural sensitivities and understanding are cultivated across the curriculum.

1.2 **A Learner-Centered College**: Enhance the quality of teaching and learning by diversifying instructional approaches to more effectively address diverse learning needs and styles and engage students more fully and actively in the learning process through curricular and co-curricular activities.

1.3 **Instructional Quality Assurance:** Continuously improve the clarity and consistency of instructional standards, quality of the College's curriculum (programs, courses) and instructional delivery systems through College-wide implementation of a systematized process of student learning outcomes assessment.

1.4 **Responsiveness to New Needs:** Develop new learning opportunities (programs/ courses) and appropriate learning support mechanisms and systems that address high demand requirements dictated by labor market and student needs.

1.5 **Responsive and Innovative Delivery Systems:** Package, schedule and deliver programming, instruction, and learning resources in creative, flexible ways that directly address the unique learning and scheduling needs of diverse student populations.

Strategic Priority – Maximize student success through the delivery of comprehensive student support services fully integrated with instructional systems.

Goal 2.0: Improving Student-Centered Service Delivery

Anne Arundel Community College will actualize its "Students First" philosophy through assuring a nurturing, learner-centered environment and providing a high quality, proactive system of student support that maximizes access, learning success and student goal attainment.

Five-Year Objectives

2.1   __Integration of Student Support Processes:__ Strengthen and more effectively integrate student support services, from the point of recruitment through graduation, into a comprehensive continuum of proactive student support delivered for timely intervention to improve student learning and goal attainment.

2.2   __Access and Success of Underprepared/At-Risk Students:__ Institute policies, procedures and specialized support and retention systems that enable underprepared, under-represented, and "at-risk" students to succeed at AACC.

2.3   __Computerized Student Tracking/Quality Assurance:__ Institute the electronic tracking and reporting capabilities essential for monitoring student progress, ensuring "early and often" interventions to keep students on track, and maintaining readily accessible retention and performance data for refining and enhancing student support systems and success strategies.

Strategic Priority – Enhance the College's image, outreach and impact on the community.

Goal 3.0   Improving Visibility and Presence

Anne Arundel Community College will enhance its visibility and presence among all sectors of its community, create and promote its competitive advantages and be universally recognized among all regional constituencies as a readily accessible, high quality and responsive resource vital to the economic, social and cultural growth and development of the county.

Five-Year Objectives

3.1   __Marketing/Outreach Planning System:__ Institute a comprehensive marketing/ outreach process and plan supportive of recruitment/enrollment, workforce development and institutional development that incorporates (a) continuous analysis of constituency needs, market characteristics, competitive advantages, (b) a target market approach to promotional strategies and (c) documentation and promotion of the College's impact on community growth, development and prosperity.

3.2   __Partnerships:__ Cultivate strong, active and viable partnerships with business and industry, county schools (preschool through Grade 12), two and four-year colleges and universities, county and state government and community groups.

3.3   __Access for Underserved Populations:__ Extend College outreach to underserved populations within the county to enhance their access to educational programs and services.

3.4   __Economic and Workforce Development:__ Fully support the economic and workforce development needs of the county, Baltimore-Washington region, and state through the delivery of responsive, customized, need-specific workforce development training programs.

3.5   __Faculty/Staff Involvement:__ Actively cultivate College community involvement in promotion, recruitment and advancement by encouraging and fostering every faculty and staff member's involvement in College image building and marketing.

Strategic Priority – Evolve to a progressive, collegial and collaborative learning community committed to systematic improvement and operational effectiveness.

Goal 4.0:   Institutional Integrity and Culture

Through development and refinement of College policies, systems, and processes and application of resources, Anne Arundel Community College will emphasize institutional integrity throughout the College by embracing diversity,

setting high performance standards, assessing institutional effectiveness, and systematically improving to achieve our mission mandates of quality, access, responsiveness, and accountability.

Five-Year Objectives

4.1   **Learning Community:** Accelerate the evolution of Anne Arundel Community College as a learning community by creating a culture in which all employees increase their capacity to learn, create and innovate, design new systems, commit to a shared vision and adopt team learning and systems thinking.

4.2   **Diversity:** Affirming the innate worth of all individuals, incorporate the College's broad definition of diversity throughout the organization and create a welcoming and accepting climate supportive of the growth and development of all community members.

4.3   **Infrastructure:** Improve College systems and processes to foster achievement of the College's strategic goals and objectives, promote collaboration and accountability, cultivate participatory decision-making and inspire a sense of ownership and unity among members of the community.

4.4   **Communications:** Improve institutional communication systems to ensure all full- and part-time members of the community are knowledgeable and well informed for active collaboration and participation in the advancement of the College.

4.5   **Institutional Integrity:** Commit to a system of continuous quality improvement and performance accountability in which all College units establish performance benchmarks, assess effectiveness and strive to improve.

Strategic Priority – Enhance learning and institutional effectiveness through technology.

Goal 5.0:   Technology: An Enabling Tool for Learning and Institutional Effectiveness

Anne Arundel Community College will use technology as an innovative tool for improving the effectiveness and efficiency of all aspects of college life and will be a recognized leader in the application of educational technology.

Five-Year Objectives

5.1   **Infrastructure:** Build the appropriate technological infrastructure and maintain its currency to ensure that Anne Arundel Community College has the capacity to use technology extensively and effectively across the College.

5.2   **Educational Technologies:** Employ the most feasible instructional and information delivery technologies to increase student access to College programs and services and enhance student success.

5.3   **Facilitating Student Success:** Using innovative technological applications, enhance the College's capacity to provide relevant, responsive student support and facilitate students' achievement of their educational goals.

5.4   **Administrative/Management Efficiencies:** Maximize administrative/ management service to students, faculty, staff, and external groups by streamlining, automating and increasing the efficiency and effectiveness of administrative/ management processes, procedures and information use and reporting.

5.5   **Technological Training and Support:** Provide faculty and staff with adequate and timely technological training, education and support to make certain that technology is used to its full capacity and that the College realizes the maximum benefit from its investment.

Strategic Priority – Ensure a dedicated, high quality workforce.

<u>**Goal 6.0:**</u>　　**Human Resources: A Highly Skilled Workforce**

Recognizing that dedicated and highly skilled faculty and staff are essential to achieving its vision, Anne Arundel Community College will use proactive, creative approaches to hiring, developing, rewarding, and utilizing its employees.

<u>**Five-Year Objectives**</u>

<u>6.1</u>　　　　<u>**Human Resources Management:**</u> Establish efficient and effective human resources management policies, procedures, and practices that ensure equitable and competitive compensation; attract and retain a high quality and diverse workforce; foster a positive, pleasant work environment; and inspire and reward high productivity and performance.

<u>6.2</u>　　　　<u>**Part-time Faculty and Staff:**</u> Recognizing that part-time faculty and staff play a vital role in the advancement of the College, develop and implement consistent policies, procedures, and support programs to recruit, hire, supervise, train, and recognize and reward part-time personnel.

<u>6.3</u>　　　　<u>**Faculty/Staff Training and Development:**</u> Support professional development and training which will enable faculty and staff to remain current, competent and skilled in their fields.

<u>6.4</u>　　　　<u>**Workforce Utilization:**</u> Implement creative approaches to employee assignments and schedules to make the most effective and cost-beneficial use of the College's workforce.

Strategic Priority – Ensure that the College plans effectively, acquires the fiscal and physical resources to support its plans, and uses its resources wisely and responsibly.

<u>**Goal 7.0:**</u>　　**Planning and Resource Acquisition and Use: Investing to Make Things Happen**

Anne Arundel Community College will increase its competitive advantage, respond fully to community needs, and enhance teaching/learning excellence by acquiring and effectively utilizing the essential fiscal and physical resources to adequately support the implementation of its strategic priorities, goals, and objectives.

<u>**Five-Year Objectives**</u>

<u>7.1</u>　　<u>**Pricing and Student-Related Revenue Generation:**</u> Keep credit and noncredit tuition and fees at a level essential to maintain competitive advantage while increasing the number of students enrolled and retained at the College.

<u>7.2</u>　　<u>**Non-Student Revenue Streams:**</u> Increase College revenues by (a) securing an adequate level of local and state funding, (b) aggressively seeking funds from public and private sources and (c) expanding entrepreneurial, corporate training, and auxiliary services activities.

<u>7.3</u>　　<u>**Planning and Budgeting System:**</u> Promote achievement of the College's mission, goals and objectives by fully integrating planning, budgeting and quality improvement processes into one cohesive system that (a) defines short- and long- term revenue requirements and funding priorities, (b) ensures reallocation of resources to high demand/high need activities and (c) informs resource development planning.

7.4   <u>Facilities:</u> Develop a flexible institutional plan and capital funding formula for facility acquisition, upgrade/improvement, and usage reflective of Anne Arundel Community College's learner-centered focus, supportive of the evolving instructional and administrative needs of the College and readily responsive to a rapidly changing environment.

BALTIMORE CITY COMMUNITY COLLEGE

Mission Statement
To educate and train a world-class workforce for Baltimore

Institutional Identity

Focus

To provide the citizens of Baltimore with quality, accessible, and affordable education and skills-training that will allow them to achieve their full potential, become liberally educated, appreciate contemporary issues, earn a living wage, and become productive and socially engaged citizens of their time. To achieve these goals, BCCC provides transfer preparation in the arts and sciences, business, computer science, and engineering so that its graduates may continue their education at any public or private four-year college or university. The College also provides technical, liberal arts, science, and skill-based education in a user-friendly environment for life-long continuing education by which students may upgrade their knowledge, change careers, and master critical thinking skills. Associate degree programs, certificate programs, and specific skills-training are developed to meet both the present and future needs of Baltimore citizens, industries, and businesses. (State Plan, Objective 4a)

Commitment to Diversity and Equal Opportunity

Because we believe that diversity enriches the patterns of interaction which take place in all learning situations, the College values the diversity of people in all sponsored activities. Such diversity includes age, disability, ancestry, gender, national origin, race, creed, religion, sexual orientation, learning styles, and life experiences. All persons are enriched through opportunities to contribute and share their diversity of ideas and to participate fully as they learn through College activities. A successful learning community depends on the capacity of all its members to contribute from the richness of their heritage and experiences. Thus, all benefit from the relationships which they discover through the diversity of the College and the communities it serves.

Baltimore City Community College commits itself to creating an environment in which the dignity, integrity, and full potential of people are safeguarded and nourished at all times. The College works diligently to remove any barriers which inhibit the full participation of all persons. Moreover, it requires its clients, partners, and vendors to cooperate in creating and sustaining diverse work environments and works to create purposefully sensitive social climates where diversity of cultures and people are recognized as assets. Valuing and capitalizing on such diversity are keys to the economic, personal, and organizational development which we cultivate as part of our mission in the Baltimore area. (State Plan, Objective 2b)

Strengths and Uniqueness

BCCC is unique among the community colleges of Maryland in serving Baltimore, the State's most urbanized community and the only city with a majority African American population. Furthermore, while there are areas of Maryland with above-average percentages of their population living near or below the poverty level, Baltimore has the greatest number of families near or below the poverty level. The City's relatively large immigrant population, single-parent households, high rates of teenage pregnancy and school dropout, and a public school system

struggling to deal with urban issues provide BCCC with a service population requiring extraordinary attention, guidance, and financial support. To meet these needs, BCCC offers English As A Second Language, Maryland High School Diploma Tests (GED) preparation classes, remediation in English, mathematics, and reading, an introduction to success strategies, financial support to most of its students, and short-term certificate-centered courses of study in human service, health-related, technological, and business occupations in which there is an undersupply of appropriately skilled people in Baltimore. BCCC has an open admissions policy which allows any determined person to receive an education beyond high school and receive an Associate degree or skills-based certificate and to acquire the basis for further education through transfer to a Bachelor's degree-granting college or university. BCCC offers credit and non-credit courses and programs at two campuses and at many community sites throughout Baltimore. (State Plan, Objective 2b)

Emphasis
BCCC emphasizes education and skills-training in allied health, human services, business, and technology fields. As a result, it has developed 26 certificate and Associate degree program options in allied health, nursing, and human services and 32 certificate and Associate degree program options in business and technology. Furthermore, lifelong education in these areas is promoted and enabled by parallel offerings of the Business and Continuing Education Center. (State Plan, Objective 3b)

Service to the Community
Because BCCC seeks to be a catalyst for the improvement of Baltimore, it is at the service of individual citizens, community and neighborhood organizations, and the Baltimore City Public School System through the willingness of its faculty, administration, and staff to provide their expertise and guidance. In addition, BCCC proactively provides to public school students a broad array of community service and enrichment activities such as workshops, seminars, lectures, clinics, health fairs, open houses, cultural events, and programs which seek to encourage curiosity, knowledge, and desire for collegiate education. These activities include programs at all academic levels including the Elementary Scientist Program; Science Is For Everyone; the Tech Prep Consortium with the BCPSS; Academic Champions of Excellence (ACE); Upward Bound; BCCC/High School Early Enrollment Program; tutoring programs and a mentoring project in the middle schools; Project PRIME with Morgan State University; Coppin Focus/Morgan Connect; High School Principal Scholarship; the Maryland Community Colleges Teleconsortium; Talent Search; and New Options 14. (State Plan, Objectives 1b, 2b, 2e, 4e, 4f) Science Is For Everyone is a community outreach partnership with 16 Baltimore City churches. It introduces the real possibility of professional careers in science/technology and math to hundreds of City children through hands-on science activities, guest speakers, and field trips.

Through the Business and Continuing Education Center, BCCC has established strong partnerships with the Mayor's Office of Employment Development, Empower Baltimore Management Corporation, Baltimore Development Corporation, Greater Baltimore Alliance, Greater Baltimore Committee, and the Maryland Department of Business and Economic Development (DBED). These partnerships have been central to creating and delivering several unique training programs that address the critical workforce needs of specific employers and thereby support the economic development of the Baltimore metropolitan area. BCCC has also

partnered with the other community colleges in the Greater Baltimore region, DBED, and the Maryland Higher Education Commission (MHEC) to form the Greater Baltimore Advanced Technology Center (GBATC). Through the GBATC, BCCC draws on additional resources to enhance its service to the business community. (State Plan, Objective 3a)

As part of its outreach mission, BCCC also provides a number of free programs and services to the community. The *Speakers Bureau* of BCCC is a voluntary service of our faculty and staff and offered to non-profit groups, organizations, clubs, and area schools. The College's Dental Hygiene Clinic provides free screenings to children and senior citizens in the community. Free seminars are held which are open to the community; topics include money management, parenting strategies, ethics, and various cultural sessions. BCCC's Health and Wellness Center sponsors free health screenings and information sessions. In conjunction with the U.S. Small Business Administration, the College offers free conferences and workshops for entrepreneurs to expand their knowledge and networking opportunities. The Student Governance Board plans free lectures, concerts, and other activities such as the celebration of African American History month and numerous outreach activities for children including *Breakfast With the Easter Bunny*. As a free service to the community, the College also allows for organizations and associations to meet at its facilities free of charge. For example, the American Association of Retired Persons (AARP) regularly holds meetings on-campus in addition to activities for African American history month and women's history month. To ensure the community's awareness of these programs and services, BCCC marketing efforts are focused on outreach through informing and involving the community in the life of the College. The College mails its *Community Calendar* to hundreds of Baltimore area churches, synagogues, schools, community associations, businesses, BCCC alumni, and other City residents to inform them of BCCC offerings. Additionally, BCCC has information available for the community at the Mondawmin Motor Vehicle Administration, the State Office Building, and nine Baltimore City Neighborhood Service Centers.

Priorities for Academic Program Development
The development of occupationally-focused, technology-related Instructional Programs that lead to employment are a College priority.

Future Directions in Terms of Fields of Study and Degree Level
Services and technology will focus on establishing certificate-level options under existing instructional programs and on increasing student learning options through the development of on-line courses, MCCT, MD On-Line, and other distance learning (State Plan, Objective 2i)

Actions or Program Priorities To Be Undertaken To Advance Commitment to Desegregation and Equal Opportunity.
Improved and increased partnerships with BCPSS to train and certify teachers will, as a result, address the problem of underprepared students. In addition, the greater utilization of distance learning technology and on-line methodologies will expand offerings and options for students. (State Plan, Objective 1e, 2i)

Institutional Capabilities

BCCC places primary emphasis on the quality of instruction provided to students in both credit and non-credit programs. Through the teaching/learning process, BCCC seeks to nurture a love of learning. Excellent teaching is promoted through extensive professional development and recognition for quality performance. Faculty members are evaluated annually in a rigorous process that includes student rating as a central element; the retention and promotion of faculty are guided by this annual evaluation. Consistent with its Carnegie classification as an Associate of Arts College, BCCC offers Associate of Arts, Associate of Science, and Associate of Applied Science degrees; it also offers certificates in specialty areas of allied health and nursing, human services, technology, business, information technology, criminal justice, education, electronics, legal assisting, dental assisting, food service, and other areas.

The college's faculty are also expected to participate in community outreach, which is an integral part of the college's mission. Examples of some of the service initiatives in which the college is involved are outlined above in the paragraph entitled, "Service to the Community."

Faculty are encouraged to engage in scholarship to maintain their expertise in their disciplines and to enhance their professional development. The College believes that the key to student learning is the professional expertise of its faculty. The faculty is composed of experts in both their fields and teaching methodology. Faculty stay current with discipline trends and advances through continuous professional development and interaction with their colleagues. The faculty consists of published authors, national award recipients, and in-demand speakers and workshop leaders; many are high-level officers of national organizations and have achieved recognition in their fields. Fifty-two percent of the faculty are women; 90% have a Master's or higher; 46% are African-American.

Institutional Objectives and Outcomes

Five Year Goals

First, to improve retention of students to graduation, certification, or transfer to a baccalaureate-granting college or university.

Second, to improve responsiveness to Baltimore's workforce needs.

Third, to improve infrastructure to provide the finest facilities for students.

Fourth, to further strengthen our connection to the community and our awareness of and responsiveness to the needs of the community.

Fifth, improve our image in the community.

Measurable Objectives and Outcomes
- Increase from 17% for the Fall 1994 Cohort to 30% for the Fall 97 Cohort the four-year graduation/transfer rate as measured by the proportion of new full-time freshmen who have graduated from the College or transferred over four years (State Plan, Objective 2e)

- Increase from 30% for the Fall 1994 Cohort to 45% for the Fall 97 Cohort the four-year success rate as measured by the proportion of new full-time freshmen who have graduated from the College, transferred to a four-year institution, or have been retained at BCCC or another community college over four years

- Improve transfer preparation at BCCC so that the average first-year GPA for students transferring to Maryland public four-year institutions in the transfer institution rises from 2.58 (AY 1996-97) to 2.60 (in AY 2000-01)

- Achieve an employment or transfer rate of at least 90% among career program graduates

- Increase from 51% in FY 98 to 60% in FY 2001 the annual average pass rate of students taking the GED examination

- Increase from 266 (AY 1997-98) to 350 (AY 2000-01) the number of BCCC students who transfer into Maryland public four-year institutions

- Increase from 30 to 60 by the end of FY 2000 the number of business and industry customized training clients

Approved by Board of Trustees on May 18, 2000
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Cecil Community College
Mission Statement
For the
Maryland Higher Education Commission

Institutional Identity

In 1999, the College's Board of Trustees approved the following mission statement for Cecil Community College

Cecil Community College is a small, publicly funded, open-access institution, which promotes educational, cultural and economic development in a changing county in rural northeastern Maryland. The faculty and staff are dedicated to providing an optimal education in an environment which fosters social responsibility and appreciation for cultural diversity. Cecil Community College offers high-quality transfer, career credit, and continuing education courses and programs which are designed for college preparation, for the acquisition and upgrading of employment skills, and for personal enrichment. A variety of student services are available to help students formulate and achieve their goals.

Unique Attributes

Cecil Community College is geographically situated within Cecil County, Maryland in the northeast corner of the state. This location represents a crossroads, and gives rise to a local culture which reflects an interesting blend of regional influences including Cecil County itself, the Eastern Shore of Maryland, Delaware, southern Pennsylvania, Harford County, and recently, Baltimore and Baltimore County. In spite of these many influences, Cecil County has remained insulated in many ways, both culturally and geographically. The College occupies a unique position, as there are no other higher education facilities in the county, and the closest four-year colleges lie in Delaware and Pennsylvania.

Unique Strengths

Cecil Community College is strategically placed next to the I-95 corridor. It is well situated to serve a county whose population has grown and will continue to increase significantly. The facilities at the North East campus are exceptional, including a state-of-the-art Technology Center opened in 1999. Most of the major buildings are less than ten years old; others have been extensively refurbished in the same period. College facilities in Elkton, the county seat, are strategically located to meet the needs of the business and professional community in the primary center of economic activity. The College boasts one of the finest performing arts theater buildings in the Mid Atlantic region.

In 1999 Cecil Community College was recognized and commended by the Middle States evaluation team for the manifestation of four central core values:

- **Quality:** "...The team was impressed with the degree to which programs and services are delivered in a quality manner...(Middle States Report)."
- **Student centeredness:** "[We identified]...a strong and continuing commitment to students and student learning by all members of the College community (Middle States Report)."
- **Community orientation:** " The team commends the college for its vision statement, which reflects its deep commitment to, and passion for serving the community, the county and its residents (Middle States Report)."
- **Caring for each other and the institution:** "[We identify]...a highly participative governance structure; an uncommon bond of mutual respect and trust between faculty and staff and the administration; uncompromising support from the Board of Trustees (Middle States Report) ."

Several themes in the college's mission echo the goals in the Maryland Higher Education Commission's (MHEC) 2000 Maryland Plan for Postsecondary Education - high-quality, open-access, educational, cultural and economic development, appreciation for cultural diversity, social responsibility, and acquisition and upgrading of employment skills.

Future program and course development will be driven by regional, local and statewide needs in accordance with the community college mission as established by the Annotated Code of Maryland. In particular, the college provides:

- A core curriculum of general education
- Entry level undergraduate courses for students who aspire to continue their education at a four year institution
- Technical and career education programs
- Training in skills and fields of study of importance to the region's business community
- A wide variety of continuing education programs and personal enrichment courses to benefit citizens of the community

Institutional Capabilities

Below are some concrete examples of how Cecil Community College plays a significant role in achieving the State Goals for Postsecondary Education.

State Goal 1 – Achieve and sustain a preeminent statewide array of postsecondary educational institutions that are recognized for their distinctiveness and their excellence nationally and internationally.

The first of Cecil's strategic initiatives requires the college to be known regionally for academic excellence and its signature program by placing student success at the forefront of all it does. It calls for the expansion of our Transportation and Safety Education program into a Logistics and Supply-chain Management program. This is appropriate for

the college's unique strength of immediate access to the I-95 corridor and its proximity to emerging major corporate distribution centers in the region.

It also calls for the expansion of the performing and fine arts program which builds on the unique strength of the college's facilities, in particular the Milburn Stone Memorial Theater and the college's accessibility to Washington DC, Baltimore, Philadelphia and New York City artistic centers.

State Goal 2 — Provide affordable and equitable access for every qualified Maryland citizen

The college provides affordable access by maintaining its tuition rate at the same $60 per credit hour level for the last four years. This continues to be significantly below the statewide average tuition rate of $68.

The college's Foundation provides a wide range of scholarships and monetary awards both for academic honors and needs based students. In the past year the foundation has provided over $88,545 for student scholarships plus over $200,000 in funds for program improvement.

As an open enrollment academic institution, we provide access to all Maryland citizens. In addition, our strong developmental education program provides preparation for the rigors of college level courses. Our developmental program is integrated into the academic disciplines which provides a smooth transition to college-level courses.

Cecil is committed to increasing student access through distance learning options and alternate delivery systems. The college offers weekend degree programs and courses, evening courses, short-term training and is moving into web-based instruction. Continuing Education programs and courses serve as a gateway for students to further their education in the credit programs.

State Goal 3 — Contribute to the further development of Maryland's economic health and vitality

The college is recognized as one of the major economic forces in Cecil County. By providing credit and continuing education courses and programs responsive to the needs of regional businesses, the college recognizes that an educated citizenry is vital to the economic vitality of the county and state.

In addition the Cecil County Development Office is located on campus and places the college in the forefront of economic development in the county. This office currently provides a grant to the college for the expansion of our Small Business Development Center.

The college is also a key player in the creation of Cecil County's largest economic development initiative at the former US Naval Base at Bainbridge. The development of

this 1200 acre site may provide opportunities to expand higher education access in the western part of the county.

State Goal 4 – Support and encourage basic and applied research

Teaching and learning is the college's primary mission. This does not include basic and applied research.

State Goal 5 – Strengthen teacher preparation and improve readiness of students for postsecondary education

In recent years, the college has expanded partnerships with the Cecil County Public Schools. High school students now take college level courses at their home school and on campus with particular emphasis on teaching them the skills necessary to succeed in college. In addition, the college runs several courses and programs designed to raise teacher skills.

We have the first education liaison coordinator between the public schools and the college in the State. The position focuses on developing academic linkages and securing external funding to support teacher preparation and other initiatives with the public schools.

State Goal 6 – Provide high quality academic programs for a population of increasingly diverse students

The college recognizes its particular leadership role in the county to enhance minority access to higher educational programs and services. The percentage of African American credit student has improved by almost 100% over the past ten years. The Minority Student Services Advisory Board comprised of community members provides recommendations to the college to increase minority student enrollment. In addition, the college has a goal to increase the diversity of full-time teaching faculty and staff to exceed the percentage of minorities in the county.

The college has increased partnerships with the public schools to recruit minority students at the middle school level through the "Grow Your Own" and the "Each One Reach One, Each One Teach One" programs. Both programs include repeated on-campus visits to increase the comfort level and familiarity of students with a college environment.

State Goal 7 – Establish Maryland as one of the most advanced states in the use of information technology to improve learning and access

The college has a history of embracing information technology while recognizing that such technology needs to integrate with the curriculum to be successful. The college was one of the first community colleges in Maryland to promote connection of classrooms to the internet and has achieved universal connectivity for faculty and staff. Such technology is expensive to purchase, maintain and replace, and through its Foundation,

the college has fully subscribed and will be awarded the maximum of $400,000 available under the Innovative Partnerships for Technology Act.

As one of its goals, the college will increase student access through distance learning options and integrating technology across the curriculum. In addition, the college will implement strategies for assessing the impact of technology on student learning. The college places an emphasis on preparing students to be successful in the use of technology and distance learning.

State Goal 8 – Achieve a cost effective and accountable system of delivering high quality postsecondary education

Throughout the college's planning process, there is an emphasis on accountability that begins with the strategic plan and initiatives, and filters through to the specific department Unit Plans. These Unit Plans drive the budgeting process. An annual reporting system reviews the plans to ensure that goals and outcomes were met. Every year, the college reports on cost containment measures as well as resource reallocations.

Institutional Objectives and Outcomes

Below are Cecil Community College's goals and objectives for the next five years. These goals were developed with the input of the Board of Trustees, the faculty and staff and community leaders and organizations. These strategic initiatives set the future direction for the college and are supported by measurable departmental goals. The initiatives are also an outcome of the recommendations of the Middle States visiting team.

Goal 1: Cecil Community College will be known regionally for academic excellence and its signature program by placing student success at the forefront of all it does

Five-year objectives

1.1 *Promote uniqueness* and contribute to the *economic health of the region* by developing a signature program through the expansion of transportation and logistics.

1.2 *Promote uniqueness* by expanding programs in fine and applied arts. (add courses, reallocate resources, collaborate with Cultural Center)

1.3 *Strengthen Academic Programs* by developing a comprehensive assessment and outcomes plan for courses, programs, and technology that focuses on enhancing learning

1.4 *Strengthen Academic Programs* by developing a plan for the recognition evaluation and adequate compensation for credit adjunct faculty.

1.5 *Increase the diversity* of our student population to exceed the percentage of minorities in the county population.

1.6 *Increase the diversity* of fulltime teaching faculty to exceed the percentage of minorities in the county population.

1.7 *Increase student access* by recognizing and celebrating scholarship and lifelong learning.

1.8 *Increase student access* by expanding and promoting student experiential learning through cooperatives, practicum, service learning, and internships.

1.9 *Increase student access* by exploring ways to strengthen transfer advising, expand and update articulation agreements, and track progress of transfer students.

1.10 *Increase student access* by examining the current structure and services offered by Enrollment and Student Services.

1.11 *Improve student readiness* by implementing ways to limit student self-advisement and still provide timely student advising.

1.12 *Increase services to under-served populations* by pursuing cooperative partnerships for the purpose of expanding childcare services to students attending the main campus.

1.13 *Improve use of Information Technology* through distant learning options and integrating technology across the curriculum.

1.14 *Improve use of Information Technology* by implementing strategies for assessing the impact of technology on student learning.

Goal 2: Cecil Community College will expand enrollment (FTE) through existing programs and new program initiatives.

Five-year objectives

2.1 *Increase student access* by developing a comprehensive marketing plan that incorporates credit and non-credit programs, conference services and cultural center, marketing research, publications, brochures, web page, advertising, public relations.

2.2 *Increase student access* by establishing a unified enrollment management plan for credit and non-credit division with measurable benchmarks for student recruitment and retention.

2.3 *Contribute to the economic health of the region* by identifying unique program niches and building on areas of strength and develop strategies for new program development at Bainbridge.

2.4 *Contribute to the economic health of the region* by building new facilities in Elkton for program expansion to meet the expanding educational needs of the County and the region.

2.5 *Contribute to the economic health of the region* by leveraging conference services and cultural center to expand enrollment and support new program initiatives.

2.6 *Improve the readiness of students for post secondary education* by expanding partnerships with the Cecil County Public School system with the intent of increasing the number of high school students attending and graduating from Cecil Community College.

Goal 3: Cecil Community College will marshal human, financial, and technological resources

Five-year objectives

3.1 *Attract and retain faculty and staff* by addressing the recommendations of the Compensation Study.

3.2 *Attract and retain faculty and staff* by creating a plan for the replacement of faculty and staff which includes development of succession plans.

3.3 *Attract and retain faculty and staff* and *increase diversity* by developing a comprehensive HR plan that will improve recruitment and retention of faculty and staff by supporting professional development, providing competitive compensation and improving diversity.

3.4 *Improve access* by developing and implementing procedures to strengthen safety/security presence on campus.

3.5 *Promote entrepreneurial activity* by seeking external funding and partnership opportunities that support the strategic plan.

3.6 *Improve accountability and cost effectiveness* by unifying College planning efforts into one College strategic plan that is used as a framework for budget development, program review, departmental goals, outcomes assessment.

3.7 *Maximize investment* by using auxiliary fund revenue and indirect revenue from grants to support the strategic initiatives.

3.8 *Maximize investment* by centralizing specific functions such as: marketing, information technology, facilities use, financial reporting and record keeping, registration, and budget monitoring to maximize use of existing staff.

3.9 *Maximize investment* by streamlining and improving internal processes and identifying areas of cost containment.

3.10 *Maximize investment* by improving collaboration between credit and noncredit divisions, physical education and athletics, and the fine and applied arts programs and Community Cultural Center.

3.11 *Embrace accountability* by examining institutional research needs and developing a plan to "marshal" resources.

10/31/2000

The Community College of Baltimore County
Report to MHEC Regarding the College's Mission

Mission

The Community College of Baltimore County (CCBC) is a premier, learning-centered public single college, multi-campus institution that anticipates and responds to the educational, training, and employment needs of the community by offering a broad array of general education, transfer, and career programs, student support services, and economic and community development activities. The College serves its diverse community as a center for lifelong learning to improve the quality of life in Baltimore County and the region in a time of rapid societal and technological change. The Community College of Baltimore County commits to the optimal use of available resources in a responsive and responsible manner.

Institutional Identity

The Community College of Baltimore County is a public, two year, single college, multi-campus institution with three campuses and five extension centers in suburban Baltimore County. CCBC is a learning-centered community that:

- makes learning its focus;
- makes students active partners in the learning process;
- assumes final responsibility for producing student learning;
- focuses on learning outcomes to assess student learning and success;
- creates a holistic environment that supports student learning;
- ensures that every member of the College community is a learner;
- evaluates all areas of the College by the ways they foster student learning.

As the largest community college in the state of Maryland, CCBC is the number one provider of undergraduate education and workforce training in the Baltimore metropolitan area. CCBC enrolls more than half of all county residents attending college in Maryland as undergraduates. Its Division of Continuing Education is a leading partner for business and industry, serving more than 175 companies annually with customized employee training.

The Community College of Baltimore County acquires its direction through adherence to its mission statement. The implementation of the College's strategic and operational plans is the primary means for focusing the entire organization to this end. The College will achieve institutional excellence from its strategic planning process in concert with a persistently positive attitude on the part of faculty, administration and staff.

Functional Emphases

Transfer, career, continuing education and personal development education are essential components of the College's activities. Therefore, CCBC offers: general education and other lower division courses to prepare students for transfer; occupational programs to prepare students for immediate entry into the workforce; customized credit and non-credit courses for business and industry and the community; developmental courses in reading, writing, ESOL, and mathematics; and academic and support programs and services for students with special needs and circumstances.

Degree Levels

The College offers Associate in Arts degrees in transfer programs. It offers Associate in Science and Associate in Applied Science degrees in career programs; certificates in career programs; and Letters of Recognition in career and personal enrichment areas.

Areas of Research Activity

As a learning-centered institution, CCBC encourages faculty to conduct research that is related to improving learning and provides support for learning outcomes assessment and classroom assessment activities. Sponsored research is limited to institutional, community, and state needs. The institutional research office supports these efforts and also provides information to assist the college in making policy decisions.

General Description of Student Body

Each fall approximately 19,000 students enroll in the College's credit courses. In the fall 1999, median age was 26, and mean age was 31. Forty one percent were male, 59% female, 32% full-time and 68% part-time. Transfer programs enroll 34% of all credit students, career programs enrolled 43%, and students in General Studies comprised 28%. In fiscal year 1999, an additional 90,000 students were enrolled in non-credit classes.

1. **Source of students** - The College serves Baltimore County, Maryland, a largely suburban county of 700,000 people with diverse social, economic and educational backgrounds. CCBC also enrolls students from Baltimore City, Anne Arundel, Carroll, Howard and Harford Counties.
2. **Ethnicity of students** - Among the College's 18,807 fall 1999 credit students, 11,673 (62%) were white, 4218 (22%) were African-American, 759 (4%) were Asian, 325 (2%) were Hispanic, and 99 (1%) were Native American. Other or unknown ethnic background comprised 1733 (9%). Baltimore County's ethnic distribution is 82% white, 14% African American, 3% Asian, 0.2% Native American and 1.5% other (1994 Census data.)
3. **Admissions standards** - The Community College of Baltimore County maintains a policy of open admissions, but requires placement testing of its students.

Characteristics of Faculty

There are 352 full time instructional faculty at the Community College of Baltimore County, 28% have doctorates or first professional degrees, 57% have masters degrees and 13% have bachelors degrees. Fifty four percent of the full time faculty are male and 46% are female. Seven percent of the full time faculty are African American, 2% are Asian, 89% are white. In addition to these full-time faculty there are over 1500 part time adjunct faculty that teach in their areas of specialty.

Pre K-16 Partnerships

The College provides continuing education for local schoolteachers, helping to develop skills to adopt a learning-centered environment in the classroom. In recent years the college has had special programs to enhance instructional skills for teaching math and science. For students still in high school, the College offers the Parallel Enrollment Program and other concurrent enrollment opportunities that allow high school students to earn college credit while still in high school.

The College participates in the statewide efforts to establish common placement standards for English, reading and mathematics courses, and has taken a leadership role in examining general education and generating statewide standards for general education.

Partnerships with government

CCBC has partnerships with all levels of government. At the county level, examples are the Baltimore County Police Academy and agreements with Baltimore County to provide curricula and instruction for adult education services and team building training for the Department of Social Services. The College also donates desktop computers to Baltimore County Public Schools. At the state level, the College provides credit and non-credit offerings for Maryland State Police, cooperates with the Maryland Police and Corrections Training Commission, provides training and skills upgrading for the Maryland Department of Labor, Licensing and Regulation, and training and orientation for interpreters in courts for the Maryland State Court Association. At the Federal level, the College has provided quality improvement training for the Federal Drug Administration and the Social Security Administration.

Partnerships with Business and Industry

CCBC has formed strong partnerships with a number of area industries, including the automobile industry and the steel industry. The College trains automotive service technicians in associate degree programs and updates the skills of current workers. At Bethlehem Steel, the College provides multi-skill training in college credit programs for employees. As part of the allied health programs, area hospitals and health care facilities provide preceptors who serve as on-site supervisors for students in health programs. The College has a partnership with Johns Hopkins Hospital to provide training in the area of radiation therapy, and with Franklin Square Hospital to provide training in radiography and respiratory therapy.

Instructional Program Emphases (Strengths and Priorities)

With the consolidation of CCBC into a single college, multi-campus institution, each campus is in the process of building centers of teaching excellence that build on its unique history. The Centers for Excellence at the Essex Campus are Allied Health, Performing Arts, International/Intercultural Studies, Technology in the Arts, and the Honors Program. The Centers for Excellence at the Catonsville Campus are Technology, Business and Management, Teacher Education, Health and Human Services, Wellness, Fitness and Sports Science, and Visual Arts. At Dundalk the Centers for Excellence are Manufacturing and Applied Technology, Teacher Education (elementary, secondary and special education,) Environmental Applications (ornamental horticulture and retail floristry) and Computer Information Systems

Specific Short-Term Goals and Priorities

The College's major goal is to provide a high quality learning-centered education that maximizes student learning and makes students partners in their education.

Operating Goals

Goal 1: CCBC will transform itself into a learning college that values innovation and the free exchange of ideas; engages in continuous improvement to enhance student, faculty, and staff learning; assesses and improves systems and processes; and utilizes resources wisely.

Goal 2: CCBC will provide a comprehensive and responsive support system that increases access and recognizes the student as central to the learning process.

Goal 3: CCBC will attract and retain a diverse faculty, staff, and student community and promote a learning environment that embraces and values diversity.

Goal 4: CCBC will make optimal use of technology to enhance student learning, become the primary provider of technology workforce training programs in Baltimore County, and increase the effectiveness and efficiency of college operations.

Goal 5: CCBC will be an active member of its larger community, take a leading role in workforce training and form partnerships to support economic and community development efforts.

Goal 6: CCBC will implement a single college, multi-campus organizational structure that promotes student learning; supports, evaluates, and rewards its faculty and staff; and effectively and efficiently utilizes its resources.

Relationship of CCBC Goals to The Maryland Higher Education Commission's State Plan : *2000 The Maryland Plan for Postsecondary Education*

State Goal 1: Achieve and sustain a preeminent statewide array of institutions that are recognized for their distinctiveness and their excellence.

- **CCBC Goal 1:** CCBC will transform itself into a learning college that values innovation and the free exchange of ideas; engages in continuous improvement to enhance student, faculty, and staff learning; assesses and improves systems and processes; and utilizes resources wisely.

CCBC has a number of measurable objectives for this goal in its strategic and annual plans. Within the past year, the College's planning process has won The Bellwether Award that provides national recognition for planning systems, has been chosen as a "Vanguard College" in the development of a learning-centered organization, and has made progress on several of its key performance indicators.

State Goal 2: Provide affordable and equitable access for every qualified Maryland citizen.

- **CCBC Goal 2:** CCBC will provide a comprehensive and responsive support system that increases access and recognizes the student as central to the learning process.

CCBC is committed to containing increases in tuition. The College has always prided itself on being a cost-effective, quality-driven higher education option. The College has a number of strategic goals (Management Excellence) and annual objectives that address the state goal of affordability.

The College's commitment to providing education "anytime, anyplace, any way" is providing increased access to its programs and its renewed emphasis on being learning centered is providing new opportunities for learning that are tailored to each student's needs. The College conducts an annual evaluation of the success of its efforts to achieve its strategic goal of "Embracing Diversity" and has made measurable changes in the composition of its faculty, staff, and student body.

State Goal 3: Contribute to the further development of Maryland's economic health and vitality.

- **CCBC Goal 5:** CCBC will be an active member of its larger community, taking a leading role in workforce training and forming partnerships to support economic and community development efforts.

CCBC has established numerous partnerships with local manufacturers; the health care industry; and software firms. The College trains automotive service technicians in associate degree programs and updates the skills of current workers. At Bethlehem Steel, the College provides multi-skill training in college credit programs for employees. As part of the allied health programs, area hospitals and health care facilities provide preceptors who serve as on-site supervisors for students in health programs. The College has a partnership with Johns Hopkins Hospital to provide training in the area of radiation therapy, and with Franklin Square Hospital to provide training in radiography and respiratory therapy.

State Goal 4: Support and encourage basic and applied research.

- **CCBC Goal 1:** CCBC will transform itself into a learning college that values innovation and the free exchange of ideas; engages in continuous improvement to enhance student, faculty, and staff learning; assesses and improves systems and processes; and utilizes resources wisely.

The College's emphasis on the student as the center of the learning process will address MHEC's Goal 4. The philosophy of the learning college that CCBC has adopted requires rigorous assessment and improvement of undergraduate learning, instructional development, and improvement of retention and graduation rates. The support system that the College is developing requires the establishment of a thorough program of learning outcomes assessment to provide constant feedback on the College's systems and processes. As a learning college, CCBC is committed to providing opportunities for learning which are tailored to the student's needs, and also to conducting the research that links those opportunities to positive effects on student success.

State Goal 5: Strengthen teacher education preparation and improve the readiness of students for post-secondary education.

While CCBC does not now have a specific strategic goal that deals directly with this State goal, the College has a number of programs, grant programs, and services that deal with this goal. Each of the campuses has teacher education programs that address the first two undergraduate years of preparing teachers for kindergarten, elementary, secondary, and special education, and that are articulated with teacher education programs at the campuses of the University of Maryland. Throughout the year, the Continuing Education Division provides specialized professional development training for teachers. The College also participates in Baltimore County Public School grant programs to alert high school students and their parents to the work that will be needed to provide a strong preparation for success in college.

State Goal 6: Provide high quality academic programs for a population of increasingly diverse students.

- **CCBC Overarching Goal Student Learning:** Provide a high quality learning-centered education that maximizes student learning and makes students partners in their education.
- **CCBC Goal 3:** CCBC will attract and retain a diverse faculty, staff, and student community and promote a learning environment that embraces and values diversity.

During the next three years, the College will participate in a Pew Trust program that recognizes and studies national "Vanguard Colleges" that are transforming their learning environments. In this program, the College is renewing its commitment to providing opportunities for learning that are tailored to each student's needs and that will have positive effects on each student's success.

A number of new programs are being developed, and an increasing emphasis will be placed on providing access to these programs by infusing their delivery with technology and a commitment to providing these programs "anytime, anyplace, any way".

Each year, CCBC conducts an analysis of the College's efforts to provide a diverse student body and a staff that reflects the rich diversity of its community. Ethnic minorities are well represented across the campuses in relation to their proportion of the county population. There are concerns about the retention and success rates of minority students. This issue has involved faculty and staff committees from across the College. These groups are examining a variety of retention issues and seeking resources to address the needs of students that are having difficulty finding the finances to stay in school, and to provide support both in the classroom and outside the classroom to keep struggling students on track to achieving their academic goals.

State Goal 7: Establish Maryland as one of the most advanced states in the use of information technology to improve learning and access.

- **CCBC Goal 4:** CCBC will make optimal use of technology to enhance student learning, become the primary provider of technology workforce training programs in Baltimore County, and increase the effectiveness and efficiency of college operations.

The use of information technology has become an integral part of the functioning of the College, and the delivery of its programs and courses. The College's Technology Plan has established ambitious time tables for continued development of the electronic infrastructure of the campuses, networking labs, installing and supporting desktop computers for students, faculty and staff, and providing training and support to ensure that this equipment is fully utilized. The College has recently implemented a new student information and administrative computer system, and anticipates that much of its student registration, payment of accounts, and administrative support of students and faculty will be on-line.

State Goal 8: Achieve a cost-effective and accountable system of delivering high quality post-secondary education.

- **CCBC Goal 6:** CCBC will implement a single college, multi-campus organizational structure that promotes student learning; supports, evaluates, and rewards its faculty and staff; and effectively and efficiently utilizes its resources.

Many of CCBC's operational objectives are focused on the College's strategic direction of achieving excellence in the management of its resources. CCBC has always prided itself on being a cost-effective, quality post-secondary option. In the last few years, a great deal of the college's efforts have been on eliminating duplication of efforts across its three campuses and multiple extension sites. Annual objectives will continue the process of consolidating and improving personnel, payroll, publications, computer systems, course catalogs, and other support systems so that the college can put an increasing proportion of its expenditures into the delivery of programs.

Measurable Objectives

The College has a planning system that identifies measurable objectives for each of its strategic directions and goals. These are assigned to particular departments and are reviewed on a quarterly basis. Annual reports on the achievement of these objectives are published and are available for review by MHEC. Listed below are examples from that planning system and from the Performance Accountability Report submitted to MHEC each year. The College is currently working with statewide professional groups to establish new performance measures.

- Increase second year retention rates to 67% by FY 2001.
- Increase second year retention rates of remedial students to 67% by FY 2001.
- Increase licensure exam passing rates by FY 2001.
- Increase four-year transfer/graduation rate to 35% by FY 2001.
- Increase percent of student credit hours generated by full-time faculty to 55% by AY 2001.
- Increase the percent of budget to instruction to 50% by FY 2002.
- Tuition and fees (in-county) will be no more than $78 per credit hour in FY 2001.
- Increase percent of county population served to 56% by fall 2001.
- Increase percent of minorities in total headcount enrollment to 24% by FY 2001.
- Increase number of computers per student and number of labs per student by FY 2002.
- Increase continuing education enrollments to 5,652 FTE by FY 2001.
- Increase private giving to $1,186,220 by FY 2002.

Institutional Peers

Jackson Community College, Jackson, MI
Lane Community College, Eugene, OR
Sinclair Community College, Dayton, OH
Palomar College, San Marcos, CA
Maricopa Community Colleges, Phoenix, AZ
Community College of Denver, Denver, CO

COLLEGE OF SOUTHERN MARYLAND
MISSION STATEMENT

I. Institutional Identity

A. Summary of Identity and Purpose

The College of Southern Maryland provides comprehensive community college services to the residents of Calvert, Charles, and St. Mary's counties. To this end, the college offers high quality transfer and career courses and programs, credit-free courses for specialized training and for enrichment, and customized contract training to meet workforce development needs.

The college occupies a unique position, bringing a variety of educational programs to Southern Maryland - a region long under served by higher education. The college has joined with USM and private Maryland institutions to ensure that there are local opportunities for baccalaureate completion. Easing the transition from an associate's degree program to a baccalaureate program encourages students to obtain the higher degree at a lower cost than is typically possible by completing all course work at a baccalaureate institution.

The college also recognizes the challenges inherent in a population whose commuting and work schedules have grown increasingly complex. The college has joined with Maryland institutions to offer alternative approaches to learning that will meet the needs of a community that is increasingly limited in its ability to participate in traditional day-time classroom experiences. The college will continue to explore, design, and deliver instruction and services that address the lifelong learning needs of this population.

The college serves as a vital link in the systems that support economic and community development in the tri-county region. The Economic and Community Development Institute (ECDI) at the college provides business development and training services to companies and organizations to help them grow, compete, and succeed in tomorrow's marketplace.

The college also serves as a cultural center for the area, through the Fine Arts Center at the college's La Plata Campus, Connections literary magazine and fine arts offerings in other venues.

The special attention that the college provides to the unique characteristics of the local populace enables it provide educational opportunities and workforce development that are specially tailored to the needs of Southern Maryland.

B. Instructional Program Emphasis

As a comprehensive community college, CSM's instructional program emphasis and its priorities for academic program development are in areas that respond to the needs of Calvert, Charles, and St. Mary's counties and the Maryland State Plan for Postsecondary Education 2000.

1. <u>Transfer Programs.</u> The college serves a tri-county area with limited access to four-year institutions. The college awards three associate degrees: associate in arts (A.A.), associate in science (A.S.), associate in applied science (A.A.S). The college has formed alliances with the University of Maryland University College, Towson University, University of Maryland School of Nursing, and Johns Hopkins University to ensure those programs are aligned and that upper division courses and programs are available locally. Additional opportunities for degree partnerships are under exploration. Increasing the availability of transfer programs offered in the college's service region furthers the state's dual goals of achieving a *statewide* array of postsecondary educational institutions while providing affordable and equitable access for all Maryland citizens.

2. <u>Technology.</u> The local military installations and the contractors that serve them generate much of the need for technicians in areas of information technology, engineering, energetics, and electronics. The college is responding to a shortage of certified information technology workers through self-paced certification programs, cohort programs, a partnership with Microsoft Corporation, and other innovative approaches. A variety of credit-free courses allow local residents to upgrade their job skills and to learn new computer applications. Employers contract with the college for workforce development in areas of technology. The college is working closely with Indian Head Naval Surface Warfare Center (NSWC), Patuxent Naval Air Warfare Center (NAWC), and government contractors in the area to develop programs in the fields of energetics and microelectromechanical systems (MEMS) technologies. Opportunities for new degrees and programs are also being explored in the technology field of mecomptronics (a new field combining electronics, computers and electrical systems). MHEC recently approved a program in the field of web developer. These efforts contribute to the further development of Maryland's economic health and vitality and, by contributing to the base of qualified workers at Indian Head NSWC and Patuxent River NAWC, support applied research.

3. <u>Health Care.</u> A major area of local employment is the health care industry. The college's service area includes three community hospitals, nursing homes, hospice facilities, ambulatory care facilities, physicians' offices, emergency medical services, and other facilities providing health care services. The college offers credit programs in nursing, health technology, dental hygiene, and emergency medical technology. Respiratory therapy, radiation technology, and physical therapy assisting are offered jointly with other colleges. Credit-free offerings include geriatric aide training and nurse refresher. New offerings and collaborations are being developed in radiography, surgical technology and other areas. In light of the critical shortage of nurses and other health care workers, these programs provide a vital role in the development of the area's health care work force.

4. <u>Environment.</u> The quality of life in the college's service area is largely determined by the quality of its rivers, streams, and bays. Efforts to maintain and improve the quality of these waterways can only be made if business and industry have a sufficient pool of qualified personnel with knowledge of the latest technologies and environmental management programs. The college has a long history of providing credit-free training in areas of the environment through its Maryland Center for Environmental Training (MCET). MCET recently began providing ISO 14001

training for business and industry. In addition to MCET's regularly scheduled classroom training, specialized and general courses can be contracted through MCET to train employees either at the college or at an employer's facilities. An associate's degree program in environmental technology is offered to meet local business needs.

5. Business. The private business base of the region served by the college is largely retail and service, meeting the needs of a large commuter population. These businesses tend to be small business. The local, state, and federal governments also employ large numbers of local residents. Programs that meet the needs of business and government include business administration, management development, accounting, and paralegal studies. Leadership and supervisory training and other skill development courses are also offered as credit-free open enrollment courses and through contract training to business.

6. Industrial Training. The Southern Maryland area is the fastest growing region of the state; thus, the construction and related industries continue to employ a large segment of the population. The college continues to offer and develop credit-free offerings that address the need for surveyors, truck drivers, heating/ventilation and air conditioning mechanics, bricklayers, welders, and other professions necessary to construction and a growing populace. The college is investigating the need for programs in construction management, auto and diesel mechanics, and heavy equipment operations.

7. Teacher Education. The college offers transfer A.A. degrees at the early childhood, elementary, and secondary levels. In an effort to improve access to bachelors degrees in education, the college has served as the broker in bringing the bachelors in elementary education from Towson University to Southern Maryland. In the fall of 2000 the college will undertake a new initiative, funded through a MHEC grant, to partner with UMBC to bring to Southern Maryland the mathematics and science coursework required for teacher certification.

The college continues to develop programs in ways that offer students maximum flexibility and career mobility. Career ladders allow students to progress from a letter of recognition to a certificate to a degree without loss of credit. Telecourses, self-paced courses, web-based courses, coop and internship experience, service learning, accelerated courses, and other methods of alternative course delivery allow students greater flexibility in choosing how to fit new educational and career development opportunities into their busy schedules. The college continues to expand its alternative delivery options. Six degrees are now available at a distance through a combination of web-based courses and telecourses. At the Waldorf Center, operated in conjunction with the University of Maryland University College, students have the opportunity to participate in educational programs leading to a bachelor's degree at a location more convenient to local commuting patterns. These efforts contribute to the establishment of Maryland as one of the most advanced states in the use of information technology to improve learning and access and to the achievement of a cost-effective and accountable system of delivering high-quality postsecondary education to residents.

3

II. Institutional Capabilities

A. Functional Emphasis

The primary emphasis of the college is effective instruction to provide for the educational and workforce development needs of the region. Faculty are hired and retained for their ability to engage students in the learning process. Both initial placement criteria and annual performance standards recognize successful, flexible, and innovative teaching. While the college encourages and funds classroom, instructional, and scholarly research, and addresses these in annual faculty evaluations, these activities remain secondary to teaching effectiveness as an indicator of faculty quality. Services and research activities are developed to the degree that they enhance and complement the instructional programs or meet a specific community need.

B. Applicability of Capabilities to State Plan Goals and Objectives

1. K-16 Partnership Activities

The college is involved in ongoing efforts to ensure the smooth transition of K-12 students into college and to develop policies that will ensure they reach their goals. The following are examples of such efforts:

a) Partnerships with County Boards of Education. For the past several years senior administrators from both the college and the local public school districts have met regularly and developed programs to meet the needs of the college-bound high school students. These activities, formally known as the Coalition of College and Public Schools in Charles County and Better Education Together in St. Mary's County, have resulted in

- clarification of course overlap and course responsibility, particularly in areas of pre-college developmental work;

- articulated programs in the career fields;

- in-school financial aid workshops;

- revised in-school college orientations;

- improved services for disabled students;

- joint facility and academic program planning;

- expanded early admission opportunities, including tech prep, for high school students;

- match of college entry-level course expectations with high school exit level competencies; and

- joint marketing of services and programs.

b) <u>Tech Prep/Career Connections Partnership.</u> One of the first colleges in the state to develop a Tech Prep program, CSM, with the guidance of the Southern Maryland Educational Consortium (the three county public school superintendents and the college president), developed articulated career programs in the three counties it serves, allowing students to gain college credit for high school courses in selected programs. In addition, through the Southern Maryland Career Connections Partnership, the college works closely with employers in the region to develop appropriate course competencies in career programs.

c) <u>Waldorf Center.</u> In the absence of a transfer institution in the region that serves the need of the adult working student, CSM has entered into an agreement with UMUC to offer the upper two years of bachelor degree programs in selected fields, such as business, technology, and computer science. UMUC and CSM operate this program at a shared facility in Waldorf that provides the opportunity for commuters to take courses in the evenings in a location that more closely fits their travel patterns.

The college is seeking support to transform this facility into the Waldorf Center for Higher Education (Waldorf Center) a new regional higher education center providing high-quality educational programs for residents of central Southern Maryland.

The Waldorf Center would offer lower- and upper-level undergraduate, graduate, and professional development courses. A major focus of the center would be to provide a sequence of courses that will articulate from CSM's lower-level undergraduate programs to UMUC's upper-level undergraduate programs, to University of Maryland at Baltimore's School of Nursing (UMAB), and to UMUC's graduate programs. Other higher education institutions would be encouraged to offer degrees and courses that complement those offered by CSM, UMAB, and UMUC and that meet the needs of the residents of the central Southern Maryland region.

d) <u>GEAR UP.</u> The college works in partnership with the three boards of education and the higher education providers in the area to target at-risk middle school students. With the support of this federally funded program administered through the Maryland Higher Education Commission, these students are offered enrichment activities that include academic decision-making, close academic monitoring, and college campus visits; their parents are provided information on higher education opportunities for their children; and their teachers are engaged in making opportunities for these children to succeed.

e) <u>Talent Search.</u> The college houses this federally funded program aimed at increasing the potential of economically disadvantaged and first generation middle and high-school students to take advantage of higher education.

f) <u>Articulated Programs.</u> The college looks for opportunities to bring to the region bachelor degree programs so that students can complete their educational goals in the region. In addition to the UMUC alliance mentioned above, the college has arranged for Johns Hopkins University to provide the upper two years of a B.S. in Engineering Science in Southern Maryland, Towson University to provide in the region a Bachelor of Science Degree in Elementary Education and the University of Maryland School of Nursing to provide transfer opportunities in nursing. In addition, the college has long had a consortial agreement with Capitol College and St. Mary's College to offer an engineering program in Southern Maryland.

g) <u>Shared Facility Use.</u> The college shares its facilities with the local public schools for enrichment activities. The college hosts *It's Academic* for Charles County and the tri-county Honors Chorus; offers a broad range of music, theatre, and dance to local students; offers a Science Fair; coordinates the Bridge to Your Future program with Charles County public schools to encourage high school students to attend college; and sponsors athletic activities in the gymnasium, including the high school swim team and the fifth grade swim, a required activity of all fifth graders in Charles County. As the college's facilities in Calvert and St. Mary's countries expand in the coming years, there will be greater opportunities for those counties to use the college's physical plant.

2. <u>Partnerships with Government, Business, and Industry</u>

a) The college has established Cooperative Research and Development Agreements (CRADAs) with the two military installations in the service area - Patuxent River Naval Air Warfare Center and the Indian Head Naval Surface Warfare Center. The CRADAs encourage technology transfer and cooperative efforts between the college and the Navy.

b) The college is a member of the Patuxent Partnership, an education/government/private enterprise consortium that encourages the growth and development of the local Navy bases.

c) The college has an agreement with the Maryland Department of Business and Economic Development to house the DBED regional manager's office and to provide supportive services to DBED staff, resulting in a close working relationship between the college and DBED.

d) The college is an active member of Charles County Government's Vision in Teamwork and Leadership (VITAL), an organization formed by the county commissioners to encourage close collaboration among county agencies and organizations.

e) The college is a partner in the Southern Maryland Child Care Resource Center, an organization of government and business representatives interested in improving childcare options for working parents.

f) The college has various partnership agreements with the local public school systems, the health departments, and the departments of social services aimed at enhancing service to local citizens.

g) The college is a member of Partnerships for a Healthier Charles County a broad-based organization that attempts to identify health risks and improve community health.

h) The college is a charter member of the Employment Access Resource Network (EARN). EARN provides one-stop employment services for the Southern Maryland Workforce Investment Board (SMWIB). Four college representatives serve on the SMWIB.

i) The college has representation on the EDC boards and the Chamber of Commerce boards in the Southern Maryland counties.

3. <u>Economic Development Activities</u>

The college has developed a technologically advanced Center for Business and Industry on the La Plata campus which houses many of the services required by local businesses, including:

a) The Center for Corporate Training (CCT) provides customized workforce training at the college as well as off-site. The college's Advanced Technology Center is administered by CCT. The college also offers a variety of open enrollment courses to enhance the job skills of individuals.

b) The Small Business Development Center (SBDC) provides start up and expansion assistance to local businesses through one-on-one counseling and guidance. SBDC also provides training programs specifically engineered for the needs of small businesses.

c) Conference and Exhibitions Services develops conferences and exhibitions of interest to local businesses and agencies and hosts meetings and conferences sponsored by business.

d) The Entrepreneur and Leadership Center offers courses and programs intended to enhance leadership skills for business and community organizations.

e) The DBED Regional Office and the Charles County EDC are also housed in the CBI and work closely with college staff in providing service to business.

f) The Maryland Center for Environmental Training provides training and consulting services and produces publications on water, wastewater, and other topics related to the environment.

g) The college supports local land-use planning and community development initiatives (e.g. the La Plata Business Partnership for the future of the town, Tri-County Council Regional Planning Initiative, etc).

h) The college has agreements with the EDCs to jointly assess local workforce development needs and has representation on the local EDCs.

i) The college administers and promotes telecommuting centers in Waldorf, Prince Frederick, and Laurel Lakes to provide residents with alternatives to long commutes, scheduling, and technology issues.

j) The college, a registered Project Management Institute provider, produces a full range of project management courses as well as preparation for the certification exam.

k) A partnership with Microsoft allows the college to better meet local needs for certified information technology workers.

l) The college, as a member of the Oracle Academic Initiative, provides Oracle entry-level programming courses.

m) The college actively participates in the Southern Maryland Workforce Investment Board.

III. Institutional Objectives & Outcomes

A. Goals

The college is continuing with the five-year strategic plan that it put into place in 1999 to set its priorities and continue its leadership role in Southern Maryland. Four initiatives were established as part of the plan:

- CSM will be the first choice provider in meeting the workforce development needs of Southern Maryland;
- CSM will be a leader in performance excellence as measured by the Baldridge National Quality Program;
- CSM will be known as an organization that values and promotes accountability and leadership at all levels of the organization; and
- CSM will create a global education program that is community based.

Each of these goals, although developed prior to the state plan, meet important needs set forth in the plan. To wit:

- Becoming the first choice provider in meeting workforce development needs furthers the goal of contributing to the development of Maryland's economic health and vitality;

- Being a leader in performance excellence furthers state goals related to achieving national excellence and prominence and the goal of achieving a cost effective and accountable system of delivering postsecondary education;
- Valuing and promoting accountability and leadership likewise helps to achieve an accountable system of educational delivery; and
- Creating a global education program that is community based recognizes the increasing globalization of the economy while tying that to the unique needs of Southern Maryland.

Four implementation teams have been created to prioritize objectives, and develop action plans and performance measures for each objective. Those teams and their objectives are:

Innovation and Learning

1. Expand opportunities to share innovative practices and celebrate lessons learned.
2. Assess and improve college performance and effectiveness by utilizing the Baldridge National Quality Program assessment criteria.
3. Develop globally competent learners and assist Southern Maryland to participate in the global marketplace.

Financial

1. Diversify and increase college revenue through grants, contributions and other sources.
2. Utilize financial indicators and benchmarks to measure the success of major programs, service activities, and the college as a whole.

Internal Business

1. Identify two essential business processes each year that are critical to the college's successful operation but also unsatisfactory to the process users. The college will develop more effective, efficient business processes to promote excellence and innovation.
2. Align its employee hiring, training, performance and reward systems with its strategic initiatives providing opportunities for employees at all levels to develop and demonstrate leadership skills and deliver excellent customer service.
3. Implement a comprehensive outcomes assessment program.

External Customer Services

1. Identify the college's current and future market segments and then define the customers' needs. In response to these needs, the college will establish products and services to be developed, modified, and deleted.
2. Promote the value, benefits, and features of the college's programs and services among the identified market segments.
3. Increase the number of students and other customers who achieve their goals.
4. Increase the competitive advantage of the college in areas of workforce development.

B. Measurable Objectives

The college has been using benchmarks under five categories to measure its effectiveness and success. Those categories and the benchmarks are:

1. Quality

   - Student satisfaction with job preparation (98.0%)
   - Student satisfaction with transfer preparation (98.0%)
   - Employer satisfaction with CSM graduate hires (98.0%)
   - CSM transfer student success: GPA first year (2.63)

2. Effectiveness

   - Second-year retention rates (70.0%)
   - Second-year retention rate of remedial students (70.0%)
   - Licensure examination passing rate (NCLEX-85.0%)
   - Four-year transfer/graduation rate (50.0%)
   - Number of students transferring to Maryland public four-year institutions (500)

3. Access

   - Tuition and fees in-county (per credit hour) ($95)
   - Percent of county population served (65.0%)
   - Continuing education (non-credit) registration (12,500)

4. Diversity

   - Percent of African-American headcount enrollment (18.0%)
   - Percent of all minorities of total headcount enrollment (18.0%)
   - Percent of African-American full-time faculty (10.0%)
   - Percent of women full-time faculty (51.0%)
   - Percent of African-American full-time executive/managerial (10.0%)
   - Percent of women full-time executive/managerial (51.0%)
   - Four-year success rate of African-American students (50.0%)
   - Four-year success rate of all minorities (50.0%)

5. Efficiency/Allocation of Resources

   - Percent of LD SCH generated by core faculty (51.0%)
   - Percent of budget to instruction (43.0%)
   - Dollar amount in private giving ($101,640)
   - Dollar amount in endowment value ($638,058)

As part of its planning process, and with the Middle States' Policy Statement on Outcomes Assessment in mind, the college is in the process of restructuring its outcomes assessment program. New assessment measures will be developed to determine and document the college's effectiveness at the course, program, and institutional levels of the college. By so doing, the assessment measures and results will be used to promote excellence in the teaching and learning environment, and to provide for the continuous development and improvement of courses and programs.

C. Equal Educational Opportunity

The college is firmly committed to providing equal educational opportunities. The college has an active Diversity Office to serve as a resource and provide input and programs that foster a diverse environment. Several college committees that address equal opportunity issues meet on a regular basis:

- ADA Task Force
- Affirmative Action Committee
- Diverse Student Program Oversight Committee
- Women's Research and Resource Council

The college's Returning Women's Program is designed to address the special needs and concerns of women over 25 years of age who are returning to the classroom after an extended absence. Project Transition, funded by the Maryland Department of Human Resources, provides special services for displaced homemakers.

The college's commitment to and success in making its opportunities widely available is evident partly in the 36.8% increase in African-American enrollment from 1996 to 1999 and the fact that, for the most recently reported year (entering class of 1995), the college had the highest transfer and four-year graduation rates in Maryland among African-Americans.

Carroll Community College
Westminster, Maryland 21157

College Mission Report
to the Maryland Higher Education Commission
October 30, 2000

Following adoption of the *2000 Maryland State Plan for Postsecondary Education*, the Maryland Higher Education Commission, pursuant to Education Article 11-302 and 303 (Annotated Code of Maryland), ordered each public institution of higher education in the state to submit updated mission statements to the Commission by October 30, 2000. The updated mission statements were to be consistent with the new state plan for higher education and were to conform to written guidelines issued by the Commission.

Institutional Identity

Carroll Community College is a public, associates degree-granting institution serving Carroll County, Maryland. The college is governed by a seven-member Board of Trustees appointed by the Governor of Maryland. The college is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The college receives funding support from both Carroll County and the state of Maryland.

Carroll Community College is an innovative center of learning that focuses on the intellectual and personal development needs of the learner; promotes effective teaching; responds to and embraces an increasingly diverse and changing world; establishes a sense of community for students and those who support the student; uses institutional resources effectively; and values and promotes lifelong learning.

Carroll Community College provides an environment that supports faculty, staff, and students in the transition to new technologies, new careers, and new ways of working and learning; prepares students for successful completion of the baccalaureate degree; meets individual and county workforce development needs; develops partnerships with business, industry, government, and nonprofit organizations to further economic development; assists county adults in acquiring literacy and other skills to become effective citizens; and serves as a resource for cultural and community enrichment.

Carroll Community College offers four Associate of Arts programs preparing students for transfer to baccalaureate institutions (Arts and Sciences; Business

Administration, General Studies, and Teacher Education), plus seven Associate of Applied Science degree programs (Accounting, Computer-aided Design, Computer Graphics, Computer Information Systems, Early Childhood Education, Physical Therapist Assistant, and Veterinary Technology). Certificates are also offered for most of the A.A.S. programs, plus Office Technology. Letters of Recognition and a wide variety of noncredit programs and courses are offered to meet shorter-duration training needs. The college's Continuing Education and Training area meets county needs for workforce and business development as well as lifelong learning and community enrichment, through both open enrollment and contract courses.

Carroll Community College incorporates and maintains the advantages of computer-based and communications technology to enable the college to function as a model learning institution in the 21st century. The college continuously improves technology resources to support its students, faculty, and staff in their activities including services from on campus as well as from any location at any time.

Carroll Community College is committed to ongoing assessment and evaluation of its programs and services and to public documentation of institutional effectiveness to provide accountability to its stakeholders.

Institutional Capabilities

The college believes it has several strengths enabling it to effectively fulfill its mission and statement of purposes. These were identified through a comprehensive market research program and a structured self-examination conducted by the Planning Advisory Council and Marketing Team in the spring of 1999. Carroll Community College is well-positioned by its (1) faculty who provide quality instruction and personal attention to students, (2) friendly, comfortable, small-campus atmosphere, (3) up-to-date computer technology available to all students, (4) dedicated, hardworking and congenial staff, (5) comparatively low tuition and fees, (6) small classes, and (7) location convenient for county residents.

On October 4, 2000 the college broke ground on a multi-faceted capital improvement that will increase institutional capabilities in several areas. The new Fine and Performing Arts Center, Business Training Center, and Life Fitness Building are expected to be completed by March 2002. A 425-seat theatre, music and art studios, an art gallery, six public meeting rooms, and a half-court gymnasium are among the new resources that will be available to the college community.

The college's current programs and services address many of the goals and objectives of *2000 Maryland State Plan for Postsecondary Education*. As an open-admissions, learner-centered community college, Carroll is particularly well suited to further the following state goals, objectives, and strategies:

2

Develop student competencies in basic skills and knowledge (1.21)

Undertake activities to focus on student learning rather than the methods of instruction (1.23)

Provide affordable and equitable access for every qualified citizen (2)

Carroll has continuously invested in technology to keep its computer laboratories current with the marketplace, and has been a leader in the Maryland Community College Teleconsortium (MCCT) and other distance learning initiatives—furthering the following state goals and objectives:

Develop computer literacy for all college students (1.22)

Use technology to broaden access for traditional and nontraditional students (2.41)

Provide programs and courses at times and locations to accommodate nontraditional students (2.42)

Encourage the instructional use of technology as appropriate to improve learning and curricula (7.1)

Make high-quality postsecondary education available to all citizens by distance learning including electronic media (7.2)

Make electronic library services and materials available to faculty and students in a cost-effective manner (7.3)

A primary mission of community colleges is to provide workforce training to support local economic development efforts. In addition to degree programs, Carroll's Continuing Education and Training (CET) area has experienced steadily increasing enrollments in workforce training courses and programs. Three-fourths of the FTE enrollment in Continuing Education is workforce related. In addition to open-enrollment courses, CET provides contract training to over 90 clients annually. The college's emphasis on workforce and business development meets several goals of the State Plan:

Address current and future workforce demands by producing graduates and credentialed individuals to address business and industry needs (3.1)

3

Partner with business and industry to identify emerging economic needs and careers and to develop curricula in postsecondary education (3.12)

Develop and improve programs in areas of identified workforce shortages (3.13)

Refine educational programs to meet the expectations of business and industry with regard to skills and general educational needs, such as computer proficiency, communications, and team-building skills (3.14)

Adopt flexible processes that permit rapid response to changing market needs (3.15)

Examine and experiment with various forms and types of degrees, certificates, and credentials (3.16)

Provide the ongoing educational programs and services that employees and employers require for upgrading the skills of the workforce (3.2)

The college's Teacher Education program provides the first two years of a teaching degree, at a cost a fraction of four-year colleges and universities. The program also offers recertification courses in reading approved by the Maryland State Department of Education, meeting the following state goals:

Ensure opportunities for continuing professional development for teachers (5.14)

Provide programs to assist adults interested in a career change to teaching (5.23)

The college has participated in a number of initiatives with the Carroll County public schools, including a series of meetings among college and school system faculty to reach consensus on curricula and course content, meeting the following state goals:

Develop new opportunities for direct interaction between higher education institutions and schools (5.17)

Collaborate with Pre-K-16 partners to ensure that high school graduates are academically prepared to succeed in postsecondary education and the workforce (5.4)

4

Carroll Community College has a variety of instructional models in place to meet the varied needs of students. In addition to day and evening classes, the college has a Weekend College, winter and summer sessions, online and television courses, transitional basic skills courses, an Honors Program, and self-paced independent study. The new Marketing Plan targets County subpopulations with distinct programs, messages, and media to meet their needs and communications preferences. Together, these programmatic and marketing efforts address the following state goal:

> Respond to the educational needs of an increasingly diverse student population that includes more minorities, immigrants, working adults, senior citizens, and recent high school graduates (6.4)

The college believes strongly in partnerships with other educational institutions, government agencies, and business. The college has expanded formal articulation agreements with senior institutions, both in Maryland and out of state. Carroll has joined a number of consortia to expand educational offerings in a cost-effective manner, such as the MCCT, Maryland Online, and the newly formed health care consortium with Frederick and Howard community colleges. These efforts support the following state objectives:

> Reaffirm and strengthen articulation and transfer agreements among all postsecondary institutions (8.2)

> Facilitate collaboration between and among states, institutions, colleges, schools, businesses, industries, and governments to improve efficiencies and expand opportunities (8.4)

Carroll Community College has embarked on an ambitious program of institutional effectiveness assessment, including a strong student outcomes component. The college's Planning Advisory Council recommended, and the president and Board approved, a set of 72 Institutional Effectiveness Assessment Measures in July 1999. The Academic area is establishing outcomes assessment teams to focus on discipline-specific and general education learning outcomes. These efforts clearly address the following state goals:

> Embrace a comprehensive system of accountability that recognizes the needs of all stakeholders while respecting the finite nature of public resources and the fiscal constraints of students and families (8.5)

> Continue to develop mechanisms to assess educational outcomes for students and institutions (8.52)

5

Some of the particular ways Carroll Community College intends to support these statewide goals, objectives, and strategies in the next two to four years are identified in the following section.

Institutional Objectives and Outcomes

To guide area planning and collegewide budgeting, the college each year adopts a set of "strategic initiatives" developed by the president with feedback from the Planning Advisory Council. They represent the college's major goals for the next two years. In July 2000 the college adopted the following nine strategic initiatives for fiscal years 2001 and 2002 (the associated state strategies from the *2000 Maryland State Plan for Postsecondary Education* are indicated):

1. Initiate an assessment program to assure institutional integrity.

During the spring of 1999, work groups of the Planning Advisory Council developed 72 indicators of institutional effectiveness covering seven assessment domains: access and opportunity, student development and learning, baccalaureate preparation, workforce development, teaching and learning environment, community enrichment and lifelong learning, and resource development, allocation, and use. The proposed measures were accepted by the president and approved by the college's Board of Trustees in July 1999. The measures were developed without regard to the college's current ability to provide the data required. A major goal for the next two years is to develop the data systems necessary for full implementation of the performance indicator system. The Institutional Effectiveness Assessment Measures are presented following this review of the college's strategic initiatives. [State strategies 1.23, 8.51, 8.52, 8.57]

2. Implement the 2000-2003 Academic Plan.

The Academic Plan was developed by the faculty under the leadership of the Vice President of Academic and Student Affairs. The major objectives of the plan are grouped under three areas: curriculum and program development, delivery systems, and quality of learning. Curricular development objectives include infusing core competencies in the general education curriculum, developing new programs in health and information technologies, adding additional transfer options, instituting an allied health consortium with neighboring community colleges, expanding articulation agreements with four-year colleges, continuing participation in Maryland OnLine and the Maryland Community College Teleconsortium, convening program advisory committees, and increasing partnerships with the county schools. Delivery objectives include expanding anytime-any place-any pace courses and the use of learning communities. Objectives for learning quality include establishing an outcomes assessment team, expanding the activities of the Teaching and Learning Center, adding laboratory components to developmental classes, increasing on campus and online learning support services, lowering class size in selected courses, expanding

and improving traditional and electronic library services and resources, and creating a scholarship-supported, Carroll Scholars Program. [State strategies 1.13, 1.14, 1.21, 1.22, 1.23, 2.31, 2.34, 2.35, 2.41, 2.42, 3.13, 3.14, 3.16, 5.14, 5.23, 5.42, 6.41, 6.44, 6.45, 7.21, 7.22, 7.23, 8.52]

3. Increase any time, any place, any pace learning options.

The college has steadily increased its distance education offerings in recent years, through both courses developed by Carroll faculty and via teleconsortia participation. The college plans to develop an online degree program and continue expansion of asynchronous learning options to meet the needs of students with time and distance constraints. [State strategies 2.31, 2.41, 2.42, 7.21, 7.22]

4. Expand community and workforce development efforts.

The vision statement for the college's Continuing Education and Training area is to become "the premier provider of dynamic and relevant workforce training and professional development, and the purveyor of enriching, informative, and timely non-credit lifelong learning experiences for the Carroll County community." Non-credit FTE enrollment in FY2000 was at an all-time high. Contract training was provided to 90 clients covering nearly 7,000 students. The college has several alliances with corporate partners for delivery of national training products, such as Achieve Global/Zenger Miller, Ziglar Education Systems, Fast Trac II, and I/Tech. New programs for 2001 include an entry-level police academy and a plant production tissue culture facility. Challenges ahead include competing in the exploding e-learning environment, acquiring adjunct faculty in technical areas, meeting the specialized training needs of small businesses in a cost effective manner, and marketing. [State strategies 3.12, 3.13, 3.14, 3.15, 3.16, 3.21]

5. Implement the FY2001-FY2002 Marketing Plan.

The college's marketing plan was developed during 1999 by a collegewide Marketing Team. A comprehensive marketing research program, including secondary research, a needs assessment of the local business community, a countywide telephone survey of adult residents, surveys of new and continuing students, and focus groups with high school students, adult learners, and business clients, provided a rich database for the Team's recommendations. Six major marketing initiatives were recommended by the Team and approved by the president for implementation: (1) Implement "The Better Freshman Year" campaign targeted at county school students, parents, teachers, and counselors; (2) promote credit and noncredit information technology training courses and programs for both career entry and job skill upgrading and certification; (3) promote county business development contract and open-enrollment training; (4) implement a municipality outreach program; (5) begin process of becoming an e-commerce organization; and (6) design and implement a collegewide graphic identity program. [State strategy 2.25]

7

6. Develop an integrated enrollment management plan.

Effective enrollment management begins with prospective students' initial inquiries and continues through to maintaining relationships with alumni and former students. College efforts to enhance student persistence through targeted interventions and other retention strategies are major components of enrollment management. The college is developing a data warehouse to enable improved longitudinal tracking of students for better retention analysis. [Statewide strategies 1.21, 1.23, 2.22, 2.23, 2.24, 2.42, 6.11, 6.42, 6.43, 6.44 8.11, 8.12, 8.13, 8.52, 8.57]

7. Enhance service to students, clients, and community, including through the effective use of Internet and Web technologies.

The college will convene a Web Technologies Retreat in fall 2000 to further develop an integrated Internet strategy for the college. The college bookstore went online in summer 2000. Web registration is planned for spring 2001 implementation. Expanded distance learning courses and Web enhancements to on-campus course delivery are planned. [State strategies 2.31, 2.41, 6.44, 7.22]

8. Expand and enhance faculty and staff professional development.

Responsibility for directing collegewide professional development has been assigned to the Executive Assistant to the President. A staff needs assessment survey helped in development of a collegewide staff development plan. A Teaching and Learning Center provides workshops for full- and part-time faculty, information on local and national conferences of interest to faculty, periodicals and other resources on teaching and learning, support for faculty collaborations, and a website to facilitate all its activities. The college has an adjunct faculty coordinator to support its part-time instructors. [State strategies 1.43, 1.44, 5.15, 5.17, 7.23]

9. Create and initiate a collegewide development plan for the Foundation.

Being a small institution means resources from traditional sources are limited, restricting implementation of many innovative ideas developed by college planning committees. A specific example is assessment. The college has a major commitment to assessing student learning and institutional effectiveness, a comprehensive plan for accomplishing this goal, but has made limited progress due to a lack of resources. Limited resources also constrict the ability of the college to introduce new programs. For these reasons, the college has made a commitment to increasing the effectiveness of its Foundation fundraising.

One way to understand an institution's goals is to look at the ways it measures its success. Carroll Community College has adopted 72 performance indicators to measure its effectiveness (identified as "core" or "support"), presented in the following table:

8

Carroll Community College
Institutional Effectiveness Assessment Measures

	Measure	Description	Core	Supp.
Access and Opportunity				
1	FTE Enrollment	Annual full-time-equivalent enrollment (total and subtotals by residence and credit/noncredit).	X	
2	Student Charges	Student tuition and required fees (per credit hour; annual total for full-time student).	X	
3	Financial Aid Awarded	Number of students receiving financial aid, by source; total dollars awarded and average award amount.	X	
4	Unmet Financial Need	Number and percent of students demonstrating financial need and percent of need unmet by financial aid.		X
5	Full-time Freshman Market Share	Percent of Carroll County residents attending Maryland colleges and universities as first-time full-time undergraduates attending Carroll.	X	
6	Full-time Market Share	Percent of Carroll County residents attending Maryland colleges and universities as full-time undergraduates attending Carroll.		X
7	Part-time Market Share	Percent of Carroll County residents attending Maryland colleges and universities as part-time undergraduates attending Carroll.	X	
8	High School Market Share	Percent of current-year Carroll County high school graduates attending Carroll in the fall semester (total and by high school).	X	
9	County Enrollment Rates by Age Group	Percent of Carroll County population enrolled in credit and noncredit courses at Carroll by age group (15-19, 20-24, 25-29, 30-39, etc.).		X
10	County Enrollment Rates by Race/Ethnicity	Percent of Carroll County population enrolled in credit and noncredit courses at Carroll by racial/ethnic group.		X
11	County Enrollment Rates by Region	Percent of Carroll County population enrolled in credit and noncredit courses at Carroll by County Regional Planning District.		X
Student Development and Learning				
12	Student Self-reported Goal Achievement	Percent of credit and noncredit students indicating that their goal in attending Carroll was fully or mostly met on a five-point scale.	X	
13	Course Success Rates	Percent of course enrollees as of the official enrollment date who earn final course grades of C or above.		X
14	Term-to-term Persistence Rates	Percent of first-time fall cohort enrolling in each subsequent term; percent of first-time fall cohort enrolling in a given or any subsequent term (second calculation includes stop-outs in retention percentage).		X
15	Credit Accumulation	Progress toward degree attainment measured by cumulative credits earned (grouped) at end of each term by entering cohorts of first-time fall students.		X

9

16	Associate's Degrees Awarded	Number of Associate of Arts (A.A.) and Associate of Applied Science (A.A.S.) degrees awarded each year.	X		
17	Graduation Rates	Percent of fall, first-time, degree-seeking cohort graduating from Carroll with an Associate's degree (measured at the end of three, four, five, and six years after beginning college).			X
18	Graduation/Transfer Rates	Percent of fall, first-time, degree-seeking cohort graduating from Carroll or transferring to a four-year college or university (measured at the end of three, four, five, and six years after beginning college).	X		
19	Achiever Progress Rates	Percent of fall, first-time, degree-seeking cohort graduating from Carroll, transferring to a two- or four-year college or university, or earning at least 30 credit hours with a cumulative grade point average of 2.0 or above at Carroll (measured 3 through 6 years after entry).			X
20	Self-reported General Education Achievement	Mean ratings by graduates of how well their Carroll education achieved various general education goals such as improved communications skills, cultural understanding, and art appreciation.			X
21	Developmental Student Progress	Number and percent of students needing remediation who take developmental courses, and number completing remediation.			X

Baccalaureate Preparation

22	Transfers to Baccalaureate Schools	Number of students transferring from Carroll to a four-year college or university each year.	X		
23	Transfer Rates	Percent of fall, first-time, degree-seeking cohort transferring to a four-year college or university (measured 3 through 6 years after entry).	X		
24	Student Satisfaction with Transfer Preparation	Percent of Carroll transfers rating their preparation for transfer very good or good on a five-point scale.	X		
25	First-year Transfers in Good Standing	Percent of Carroll transfers with cumulative grade point averages of 2.0 and above after one year at transfer institutions.	X		
26	Baccalaureate Attainment Rates	Percent of Carroll transfers earning Baccalaureate degrees three, four, and five years after transfer.	X		

Workforce Development

27	Career Program Completers	Number of students completing A.A.S., certificate, letters of recognition, and noncredit occupational training programs annually.	X		
28	Graduate Job Placement Rates	Percentage of A.A.S., certificate, letter of recognition, and noncredit occupational program graduates reporting full- or part-time employment in a job related to their Carroll program within a year of program completion (separately reported for A.A.S., certificate, LOR, and noncredit program completers).	X		
29	Licensure Examination Pass Rates	Percent of Carroll program completers passing licensure examinations on their first attempt (separately reported for each exam).	X		
30	Career Advancement	Percent of A.A.S. and other occupational program completers reporting that their Carroll education	X		

		contributed to their success in obtaining a new job, or a raise or promotion in their current job, within a year of program completion (separately reported for A.A.S., certificate, LOR, and continuing education program completers).		
31	Information Technology Training	Number of credit and noncredit enrollments in computer applications, telecommunications, networking, and other information technologies.	X	
32	Student Satisfaction with Employment Preparation	Percent of A.A.S. and other occupational program completers rating their preparation for employment very good or good on a five-point scale (separately reported for A.A.S., certificate, LOR, and continuing education program completers).	X	
33	Employer-paid Enrollments	Number of employers paying for employee credit and noncredit courses taken at Carroll Community College each year.		X
34	Employer Satisfaction with Graduates' Job Preparation	Percent of employers of A.A.S. and certificate graduates rating Carroll graduates' overall employment preparation very good or good on a five-point scale.	X	
35	Enrollment in Noncredit Workforce Development Courses	Unduplicated headcount, course registrations, and FTEs in noncredit workforce development and customized training courses each year.	X	
36	Contract Training Clients	Number of business, government, and non-profit organizations contracting with Carroll for customized training each year.	X	
37	Training Partnerships	Number of affiliates and training partners working with Carroll each year on economic and workforce development initiatives.	X	
38	Contract Training Repeat Business	Number and percent of training clients contracting with Carroll in more than one fiscal year.		X
39	Client Satisfaction with Contract Training	Employer satisfaction with contract training provided by Carroll Community College.	X	
40	Career Planning Clients	Number of students participating in job fairs and career and job search workshops offered by the Career and Transfer Services Center.		X
41	New Workforce Training Programs and Courses	Number of new credit and noncredit programs or courses introduced during year to address Carroll County workforce development needs.	X	
Teaching and Learning Environment				
42	Investment in Professional Development	Dollar amount and percent of annual expenditures invested in faculty and staff development; number of professional development activities sponsored, conducted, and/or funded by Carroll for college employees each year.		X
43	Participation in Professional Development	Number and percent of faculty and staff participating in professional development activities sponsored, conducted, and/or funded by the college.		X
44	Faculty Teaching with Technology	Number and percent of full-time and adjunct faculty teaching one or more technology-enhanced or on-line courses during year.		X
45	Technology-enhanced Courses	Percent of courses and course sections utilizing electronic discussion groups/bulletin boards, course web pages, projected network resources, or other computer-mediated instructional methods.		X

11

#	Indicator	Description		
46	On-line Courses	Number of different courses taught on-line, number of individual course sections taught on-line, number of student course enrollments in on-line courses, and unduplicated headcount of students enrolling in on-line (Internet/Web) courses.		X
47	FTE Students per Instructional PC	Ratio of full-time equivalent credit and noncredit student enrollment divided by number of personal computers used on campus locations for instruction and student use.		X
48	Student Satisfaction with Teaching	Percent of students rating the overall performance of instructors excellent or good on a five-point scale.		X
49	Student Satisfaction with Campus Laboratories	Percent of students rating quality of campus laboratory equipment and services very good or good on a five-point scale.		X
50	Learning Communities	Number and percent of credit students participating in the Honors Program, linked courses, or structured programs such as Physical Therapist Assistant that provide or encourage group learning in and out of class.		X
51	Co-curricular Activities	Number and percent of credit students participating in co-curricular activities; mean rating of satisfaction with student organizations.		X
52	Student Satisfaction with Campus Services	Mean ratings on five-point scale of satisfaction with admissions, registration, financial aid, advising, tutoring, bookstore, and staff.		X
53	Student Satisfaction with Library Services	Mean ratings on five-point scale of student satisfaction with library hours and library services.		X

Community Enrichment and Lifelong Learning

#	Indicator	Description		
54	College-sponsored Community Events	Number of college-sponsored or co-sponsored community and cultural events open to the public held at the college each year, and number of people attending.	X	
55	Community Groups Using College Facilities	Number of Carroll County organizations using college facilities each year.		X
56	Community Outreach	Number of events held in the community in which the college formally participated.		X
57	Students with Prior Degrees	Number of students with college degrees enrolling in credit and/or noncredit courses at Carroll.		X

Resource Development, Allocation and Use

#	Indicator	Description		
58	Student-faculty Ratio	Total student credit hours generated divided by total course credit hours taught.	X	
59	Expenditures per FTE Student	Total, direct instructional, and overhead expenditures per full-time-equivalent student.		X
60	Students/Staffing Ratio	Full-time-equivalent students divided by full-time-equivalent non-faculty staff.		X
61	Classroom and Laboratory Utilization	Percent of instructional rooms in use by time of day (separately reported for general purpose classrooms and laboratories).		X
62	Class Size	Distribution of course sections by enrollment (fewer than 10 students, 10-14, 15-19, 20-24, 25-29, 30 or more).	X	
63	Expenditures by Function	Percent of annual expenditures expended by function (instruction, academic support, student services, institutional support, plant).	X	

64	Expenditures by Object	Percent of annual expenditures expended by object classification (compensation, supplies, utilities, etc.).		X
65	Full-time and Adjunct Faculty Teaching Loads	Percent of total teaching load hours (TLH) taught by full-time and adjunct faculty; average TLH for full-time and adjunct faculty.		X
66	Endowment	Market value of endowment at end of fiscal year.	X	
67	Business Donors	Number of businesses and foundations contributing to the Carroll Community College Foundation each year.	X	
68	Foundation Scholarships	Number and dollar amount of scholarships awarded by Foundation each year.		X
69	Grant Revenue	Number and dollar amount of external grants received by the college.		X
70	Budget Priorities	Percent of annual operating budget reallocated for priority initiatives endorsed by the Planning Advisory Council.		X

13

CHESAPEAKE COLLEGE
MISSION STATEMENT

I. Institutional Identity

Chesapeake College's identity has been shaped by its distinctive status as the first of the State's regional two-year community colleges, serving a five-county Upper Eastern Shore region that comprises almost 20% of the State's land mass. Through its strong regional partnerships and the commitment of faculty and staff to student learning, the College is uniquely situated to serve as a regional learning center offering not only formal degree programs but also collaborative initiatives with business, governmental, educational and other non-profit organizations for the betterment of the community. The College's mission statement, approved by the Board of Trustees on October 25, 2000, reflects these themes and follows below.

Chesapeake College is a comprehensive public two-year regional community college serving the educational, economic development, and cultural needs of the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot counties on Maryland's Upper Eastern Shore. The College's mission is to provide a learner-centered environment which provides quality educational experiences and support services, a focus on student achievement, choice in instructional delivery, and innovative use of instructional technology. This environment maximizes students' potential for intellectual and personal growth at a reasonable cost.

We embrace our responsibility to help students see beyond themselves to better understand their place in a global society and culturally diverse world, while preserving and enhancing the rich cultural heritage of the area. Through cooperative partnerships and strong community relationships, we are committed to enhancing learning opportunities that reinforce the value of service to others, the acquisition of knowledge and skills useful for professional development and the lifelong pursuit of learning.

We will therefore provide curriculum and activities that promote the increasing diversity of the student population and encourage the enhancement of their ethical development and civic engagement through connections to our regional community. Additionally, we will strive to provide an educational experience that strengthens students' understanding and ability to successfully use technology by incorporating it into the teaching and learning process.

The College's emphasis is on promoting teaching excellence and enhancing learning through a supportive environment characterized by committed, caring and highly qualified faculty and staff. To this end, the College offers a large selection of credit and continuing education offerings designed to help students prepare for transfer to upper level institutions, for immediate entry into a career, or for enhancing work-related skills. Beyond the curricula, the College offers many opportunities for further academic, social, personal, cultural, and athletic development through a rich array of extracurricular and co-curricular activities.

The College is committed to providing the courses and training necessary to meet the future needs of the region by providing a broad range of community activities that support

local cultural, civic, economic, and educational needs. As the only public postsecondary campus in the five-county area, the College is committed to extend access to baccalaureate and graduate degree programs for underserved Upper Shore residents through educational partnerships.

Institutional Priorities for the Instructional Program

The College offers the following:

- ◆ Associate in Arts (AA) degrees in the transfer areas of liberal arts and sciences, teacher education, and business administration.
- ◆ Associate in Science (AS) degrees in scientific and technical studies including computer science transfer, engineering transfer and nursing.
- ◆ Associate of Applied Science (AAS) degrees in occupational/career fields including accounting, business management, computer information systems, radiologic technology, and early childhood development.
- ◆ The College offers credit-level certificate programs in many career areas and Letters of Recognition for particular training sequences.
- ◆ Noncredit training programs leading to certification in Cisco networking, A+ computer technician training, Microsoft Certified Systems Engineer (MCSE), geographic information systems (GIS), welding, nursing assistant, real estate, child care provider, waste water management and manicuring.
- ◆ Noncredit continuing education programs for job skill upgrades and life enrichment.

The College strives to provide each transfer and career student with a solid General Education foundation that emphasizes critical thinking, communications, and quantitative skills. Furthermore, the instructional program provides for dual enrollment for qualified high school students, an honors program, distance education and other nontraditional delivery modes.

The following represent priorities for future academic program development and their relationship to one or more of the eight major goals from the *2000 Maryland State Plan for Postsecondary Education*:

Program Priorities	Related State Plan Goals
Develop high quality programs that meet community and statewide needs, including allied health and teacher education offerings	*Distinctiveness; Access; Economic vitality; Teacher preparation; Diversity*
Enhance instructor use of educational technologies and integrate computer literacy into the teaching/learning process	*Information technology; Economic vitality*
Review and strengthen the General Education program to meet 21st century needs, incorporating Vision Statement goals for enhancing students' technological proficiency and civic values.	*Liberally educated citizenry and computer literacy (under Distinctiveness goal); Economic vitality; Information technology*
Serve the region through contract training and noncredit continuing education courses designed to provide certification, job skill enhancement and life enrichment	*Distinctiveness, incl. lifelong learning; Access; Cost effectiveness; Economic vitality*
Collaborate to extend opportunity for baccalaureate & graduate programs to under-served citizens through Higher Education Center	*Access; Cost effectiveness; Economic vitality*

Relation of College Mission to the State Plan

The College's mission complements the postsecondary goals and objectives of the *State Plan* in many ways. First, the College plays a distinctive role as a regional learning center by providing a rich array of quality educational opportunities including those related to service-learning, lifelong learning and the furthering of cross-cultural understanding. The College promotes access by being affordable, offering flexibility and choice in instructional delivery including the use of distance learning technologies, actively recruiting minority students and staff, and by offering an open admissions policy accompanied by assessment and, if needed, development of basic skills.

The College contributes to the State's economic health and vitality by providing graduates and credentialed individuals to serve the State's business, industrial and educational establishments and by providing continuing education and workforce training. The College has positive working relationships with area secondary and middle schools aimed at strengthening the preparation of students for college and career. Further, the College offers programs in fields where employment shortages are of community or State concern such as teacher education, nursing, business, and computer information systems. Finally, the College utilizes its resources wisely and is accountable both financially and in terms of student outcomes.

II. Institutional Capabilities

The College's primary emphases are on student learning, teaching excellence, and public service. The following section describes the College's major strengths/ capabilities and related *State Plan* goals.

Focus on Student Learning

One of the College's greatest strengths is its focus on student learning and its commitment to provide the necessary support to each student to ensure his/her success. While the College admits students who vary in age, socioeconomic background, ethnic background, aspirations, financial resources, educational preparation and interests, its faculty and staff work with students as a team to get them where they need to be consistent with their goals. The College provides a broad General Education foundation for students as well as supportive services including writing and learning assistance centers, tutoring, and support for returning adult students, those with disabilities, and individuals needing further development of basic learning skills. The College also offers opportunities to further social, personal, cultural and athletic development.

Related State Plan goals: *Directly related to the State's Distinctiveness/excellence goal and one of its strategies to "undertake activities to focus on student learning rather than the methods of instruction" and its objective to "produce a liberally-educated citizenry...". Also related to Access, Economic Vitality, Services for a Diverse Student Population, and Student readiness goals.*

Quality and Commitment of Faculty

Another great strength is the high quality of the faculty and their commitment to student success and teaching excellence. Nearly ninety percent of full-time faculty have earned a Master's degree or higher, and in addition to a demanding teaching load, they counsel students, participate on committees charged with curricular, academic policy and governance issues, and engage in professional development activities. They show their commitment through their availability to students, their willingness to travel to distant sites and use new

3

technologies to enhance student access, and their professional development to improve teaching excellence. Feedback from graduates and employers bears testimony to the success of their efforts.

Related State Plan goals: Distinctiveness/excellence objectives relating to faculty, high quality undergraduate education, and producing a liberally-educated citizenry. Also related to strategy of incorporating "extra-scholastic learning experiences" (Diverse Student Population goal).

Access and Affordability

Access to, and affordability of, higher education are central issues on the Upper Shore. As the only public institution of higher education on the Upper Shore, the College is acutely aware of its responsibility to provide access to its citizens. It has done so by carefully garnering its resources, keeping tuition rates at affordable levels, offering credit and noncredit courses at two satellite centers and various other sites throughout the five counties, by providing flexible scheduling options such as evening, weekend, and accelerated courses, by offering a variety of delivery systems – distance education, Internet, video courses, telecourses, and the Maryland Community College Teleconsortium (MCCT), and by collaborating with the Eastern Shore Association of Colleges to plan baccalaureate and graduate offerings at the recently-approved regional Higher Education Center.

Related State Plan goals: Affordability/Access, Economic Vitality, and Cost-Effectiveness/Accountability

Regional Commitment

Chesapeake College was established in 1965 as the first *regional* community college in Maryland, and at that time, it received additional state funding for both operating and capital expenses to encourage the partnership. The educational partnership with the five Upper Shore counties has continued and indeed encouraged other regional initiatives. Illustrative of this closeness, the College hosts virtually all of the Upper Shore regional agencies on its Wye Mills campus: the Upper Shore Workforce Investment Board, the Upper Shore Manufacturing and Business Council, Career Connections, the Child Care Resource and Referral Center and the regional Small Business Development Center. The Chesapeake College Foundation Board also has strong representation in each of the five counties. In addition, the College has established satellite centers in Easton and Cambridge and offers courses located in all five counties.

Related State Plan goals: Distinctiveness and Economic Vitality.

Economic Development and Workforce Training

The College has a strong tradition of working closely and cooperatively with local business and industry, chambers of commerce, boards of education, and state agencies, including the Department of Business and Economic Development and Maryland State Department of Education. The College's Office of Continuing Education and Workforce Training is a very successful provider of customized training for area employers, preparation for occupational certification, apprenticeship-related courses, contract courses for State and local governmental agencies, advanced technology and personal enrichment courses/programs. It maintains strong partnerships with regional governmental and business entities to respond to training needs. The College manages the Upper Shore Advanced Technology Center (ATC) designed to build a quality work force by providing education, training and technical services on the Upper Shore. Areas of emphasis for the Upper Shore ATC are high performance manufacturing, tourism/consumer services, agriculture/aquaculture and automotive technology.

4

The College also offers career and technology credit programs designed to meet the needs of business, industry, the professions and government. These programs offer the advantage of an on-site work experience to benefit both students and employers. The Cooperative Education Program has developed course work to help meet employer requests for employees well-versed in workplace issues and job readiness skills.

Related State Plan goals: Economic Vitality; Information Technology; Teacher Education; and Cost Effectiveness.

Partnerships in Allied Health

Other partnerships include those in the field of allied health. To assist in providing trained staff to meet regional health needs and strengthen health care education, the College has partnered with Memorial Hospital (of Easton) and its parent organization, Shore Health System, to lease hospital space and offer on-site allied health programs. These include an associate degree program in nursing, identified in the *State Plan* as an area experiencing critical shortages in the State. The College will begin the process of seeking initial accreditation of its nursing program and already has accredited programs in radiologic technology, physical therapist assistant (which is a innovative partnership program with two other community colleges), and most recently, surgical technology. The surgical technology program is the first of its kind in the State to receive accreditation.

Related State Plan goals: Economic Vitality and Distinctiveness/Excellence.

Partnerships with K-16

The College has strong and positive relationships with area secondary and middle schools for the purpose, reflected in the *State Plan,* of improving the readiness of students for postsecondary education. The College has led efforts to link area high schools and the College in two-plus-two Tech Prep programs designed to encourage students to stay in school and transfer into technical programs. The College uses school buildings to provide college level courses, dual enrollment to qualified high school students, and continuing education courses. The College is a critical link in connecting the high schools into distance learning networks and has engaged in innovative projects to increase student preparedness for college.

Through its Chesapeake Performing Arts Center, the College is enhancing educational and cultural development of area school children by providing high quality theatrical productions which have been well-received by schools, children and parents. At the postsecondary level, the College is engaged in cooperative agreements with other community colleges to offer such programs as physical therapist assistant, in articulation agreements with four-year institutions, and in program planning for the regional Higher Education Center.

Related State Plan goals: Teacher Education/Student Readiness for Postsecondary Education; Cost-Effectiveness (i.e., Strategy on collaboration among institutions to expand opportunities and improve efficiency); and Services for a Diverse Population.

Information Technology

The College was an early leader in the use of information technology as a result of efforts to serve its widely dispersed students. The College quickly adopted the use of fiber optic technology for distance education, providing courses at seven off-campus locations (i.e., high schools and vocational training sites). The number of registrations at those sites has grown 294% -- from 88 in FY 1995 to 347 in FY 1999. Internet courses are also attracting increasing student enrollments.

While distance education offerings provide students with greater flexibility in time, location and pace of their educational endeavors, their success relies heavily on the instructor's

teaching approach and experience in the use of instructional technology. To assist in developing those skills, the College successfully spearheaded the effort to establish a Faculty Development Institute, serving five institutions of higher learning on the Eastern Shore. This institute serves as a training and consultation service to faculty and staff in the areas of instructional technology, multimedia design and development, and distance education. Consistent with its information technology commitment, the College has proactively sought to advance students' information literacy skills and strengthen their understanding and ability to use technology by incorporating it into the teaching and learning process.
Related State Plan goals: Information Technology Advancement; Teacher Education/Student Readiness; Cost Effectiveness.

III.   INSTITUTIONAL OBJECTIVES AND OUTCOMES

Consistent with the six major initiatives from the College's *Strategic Plan* and the eight goals from the *2000 State Plan for Postsecondary Education*, the following are the College's major initiatives for the next four years:

1.   To develop the College's role as a regional learning center which emphasizes quality educational programs, accessibility, effective partnerships, multicultural perspectives, and diversity among students, faculty and staff.
Related State Plan goals/objectives: Distinctiveness/excellence; Access (including integration and expansion of regional higher education centers); Economic vitality (partnering with business and industry and adopting flexible processes that permit response to changing market needs); Diversity of students and faculty and staff (ensure curricula reflects the perspectives of diverse cultures; admit and graduate a diverse student population; recruit and retain minority faculty and professional staff).

2.   To focus on developing student competencies for success in postsecondary education and the workforce by assessing curricular offerings including General Education and providing skill-enhancing professional development activities for faculty and staff.
Related State Plan goals/objectives: Economic vitality; Distinctiveness/excellence, including liberally-educated citizenry, enhanced cross-cultural understanding, computer literacy, student learning emphasis and faculty professional development; Teacher preparation/student readiness.

3.   To function as a community to enhance effectiveness through team building and accountability and to improve the organization's ability to provide students with the knowledge and skills to participate in a diverse and democratic society and meet high standards of ethical and civil behavior.
Related State Plan goals/objectives: Cost-effectiveness and accountability; Distinctiveness/excellence, including liberally-educated citizenry.

4.   To strengthen infrastructure – human, financial, informational, technological and physical – in order to improve the learning environment and provide an educational program that meets the expectations of community, higher education and the 21st century workplace.
Related State Plan goals/objectives: Distinctiveness/excellence (including finest faculty, professional development, and fair/sufficient funding); Cost effectiveness and affordability; Economic vitality; Information technology

5.   To expand outreach activities and partnerships which contribute to the cultural and economic vitality of the Upper Shore and State.
Related State Plan goals/objectives: Economic vitality; Distinctiveness/excellence; Access.

6. To implement a process for planning, evaluating and marketing necessary to identify areas of excellence and to achieve and sustain an institution recognized for its distinctiveness and contributions to the Eastern Shore and State of Maryland.
Related State Plan goals/objectives: Accountability; Access; Distinctiveness/excellence.

The following are measurable objectives that contribute to the accomplishment of institutional and State goals over the next four years.

Objective	College Strength	College Goal #	Related State Plan Goals
Fund and build Higher Education Center by FY 03	Regional commitment	#1, 3, 5	Distinctiveness; Access; Economic vitality
Attain unduplicated credit & non-credit headcount of 12,000 by FY03	Access; regional commitment	#1,6	Access; Economic vitality
Attain 14% minority headcount by Fall 2003	Same as above	#1	Same as above; educ. opportunity
Improve regional learning environment through Learning Resource Center opening by Fall 2002	Access; regional commitment	#1	Distinctiveness; Access; Economic Vitality
Attain 4 yr. Graduation/transfer rate of 42% for forthcoming cohorts	Focus on student learning	#2,6	Distinctiveness— student learning
Increase teacher education enrollments by 5% by Fall 2003	Focus on student learning; Econ.dev.	#2, 5	Teacher education/ learning readiness
Attain 50% minimum of female full-time faculty over next 4 yrs	Regional commitment/diversity	#1,3	Gender diversity of faculty
Make progress in reaching System average for faculty salaries	Faculty quality/ access	#2,4	Excellence/faculty retention
Fund & implement multi-year technology plan	Information technology	#2,4,5	Advance information technology in State
Raise $200,000 to match State IPT funds by June 2002	Information technology; Focus on student learning	#4	Distinctiveness; quality/Affordability; Infor. Technology

FREDERICK COMMUNITY COLLEGE
MISSION STATEMENT

INSTITUTIONAL IDENTITY

Frederick Community College (FCC) prepares students to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong education. We are a student-centered, community focused college. FCC offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment to enhance the quality of life and economic development of our area.

Frederick Community College's vision statement is *"to be Frederick County's premier learning community for quality, accessible, innovative, lifelong education."* This vision, along with eight directions and supportive objectives, has provided a sense of direction to the College in helping students achieve their goals. Frederick Community College students come from diverse backgrounds with many different levels of preparedness and with a variety of goals and reasons for attending the College. Hence, FCC's identity is to embrace a culture that values diversity, growth, trust, teamwork and individual contributions of its students, faculty and staff.

FCC offers both credit and non-credit programs and courses. The credit programs consist of Associate of Arts, Associate of Science and Applied Science degrees, as well as certificates in career programs. The Continuing Education/Customized Training (CE/CT) programs consist of hundreds of courses and training programs that meet the challenging needs of Frederick County citizens, businesses and industry. Priorities of CE/CT include: workforce development, personal enrichment and lifelong learning programs; expanding capacity to offer industry specific customized and open enrollment training programs; brokering nationally recognized training programs and seminars; increasing the number of short-term certification and licensing programs; and, complementing training programs of large employers.

INSTITUTIONAL CAPABILITIES

The primary emphasis of FCC is teaching/learning. Through its credit and non-credit programs the College serves the diverse educational needs of the community. We offer excellent programs in all of the state approved transfer curricula and actively engage in articulation efforts to ensure seamless transfer for all students. As the premier provider of workforce development, the College supports the economic development of the region. FCC develops partnerships with business and offers industry specific training for workers. In addition, our career degree and certificate programs provide residents with a full range of career opportunities and pathways, particularly in high demand fields such as allied health, information technology, and BioScience Laboratory. Also, FCC offers the only Aviation Maintenance Technology program in the state.

The College is particularly attuned to its mission to support the technology goals of the region by providing quality credit and non/credit programs that train high-tech workers at both entry levels and advanced certifications. Also, through its participation in Maryland Online and the Regional Distance Degree Completion Center, FCC expands access to educational experiences to people whose educational opportunities may be limited.

The College plays an important role in the development of a strong K-12 school system by offering the first two years of elementary and secondary education programs. Additionally, we provide a range of

1

courses necessary for teacher certification. Through an exemplary partnership with Frederick County Public Schools, the College is also involved in numerous activities to enhance college readiness for all area students.

A singular characteristic of FCC is its commitment to student success. The College emphasizes comprehensive support services, creative partnerships, leading-edge technology. The College monitors student learning through systematic outcomes assessment to promote the highest level of student performance. An important feature of our student support effort is the System for Student Success, the mission of which is to foster student achievement through internal and external collaborations. Commitment to faculty excellence is maintained through professional development and a rigorous, peer-driven evaluation.

To further support FCC's commitment to access and diversity, the College prepares students to meet the challenges of a global society through programs such as London Work-Study, support for strong ESL and minority achievement programs, and having the best retention rate for developmental students in the state.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In 1998-99, through a full participatory process, FCC developed a five-year strategic plan (1999-2003) which links strategic planning, budgeting and outcome assessment. The plan was updated in summer 2000 to reflect the dynamic nature of strategic planning at FCC. The Strategic Plan has helped the College to have a focus, to recognize where we are and where we are heading in the near future. For example, the College is exceeding its five-year objectives to increase credit enrollment 2% per year and CE/CT enrollment 20% per year over the five year Plan duration. The key to the success of FCC's strategic planning has been the participatory process and collaborative efforts of the entire College community.

One of the crucial aspects of strategic planning at FCC is having measurable objectives to help improve our instructional delivery and services to the students. In addition, "Evaluation" is one of the eight directions of the Strategic Plan. The goal of this direction is to foster excellence through reflection, assessment of learning, and performance improvement with the objective of implementing an outcomes assessment program which uses student learning to measure program and course effectiveness.

FCC's Strategic Plan is also congruent with the State Plan while its vision statement emphasizes the importance of access, diversity, affordability, accountability, and economic development to serve Frederick County citizens. Furthermore, FCC's Strategic Plan recognizes the importance of partnering with public schools and other postsecondary institutions. The Strategic Plan also reflects the College's commitment in recognizing the importance of student learning, faculty/staff development, and the need for accelerated degree programs via distance learning and other technology means. FCC's short and long-term goals are reflected in the following eight directions with 15 specific objectives and many strategies to help in achieving the objectives. In addition, FCC has included MHEC's accountability benchmarks as part of the Strategic Plan for the purpose of attaining them. The following Strategic Plan directives and objectives reflect the connection between FCC's Strategic Plan for 2000-2004 and that of the State.

Direction 1 - Culture
Foster a student-centered culture that values diversity, growth, trust, teamwork and individual contributions.

Objective:
1. Implement a process which promotes and assesses the College's commitment to a student-centered culture that values diversity, growth, trust, teamwork and individual contributions.

Direction 2 - Access and Diversity
Expand access for all learners and promote respect for the differences and diverse perspectives among people.

Objectives:
2. Increase student retention and success rates overall and within targeted groups according to established MHEC accountability goals.

3. Increase credit enrollment by 10% and Continuing Education/ Customized Training enrollment by 100% over five years, between 1999 and 2003.

4. Increase the diversity of faculty and staff based on MHEC accountability goals and the College's Diversity plan.

Direction 3 - Programs
Deliver flexible programs and services any time, any place.

Objectives:
5. Increase instructional program offerings and flexible formats to account for half of the projected enrollment growth.

6. Increase student satisfaction by improving access to and convenience of services to students.

7. Implement distance education plan.

Direction 4 - Strategic Alliances
Forge educational, business and community partnerships.

Objective:
8. Expand opportunities to increase resources and/or improve educational services through partnerships.

Direction 5 - Technology
Utilize and sustain state-of-the-art technology.

Objective:
9. Implement a campus technology plan that uses technology to support the learning process and promote efficiency.

Direction 6 - New Financial Resources
Develop innovative strategies for financial support.

Objective:
10. Raise five million dollars over the next five years (between 1999 and 2003) through fund raising, grant writing, entrepreneurial activities, cost containment and re-allocation of existing resources.

Direction 7 - Human Resources
Enhance human resources to promote excellence.

Objectives:
11. Recruit and retain outstanding faculty/staff by providing competitive compensation commensurate with community colleges in the state/region.

12. Implement a comprehensive faculty/staff development program that focuses on teaching and learning, student services, technology, wellness and management/supervisory skill enhancement.

13. Implement Human Resources action plan.

Direction 8 - Evaluation
Foster excellence through reflection, assessment of learning and performance improvement.

Objective:
14. Implement an outcomes assessment program which uses student learning to measure program and course effectiveness.

15. Develop a process for Strategic Plan evaluation and feedback.

GARRETT COMMUNITY COLLEGE
MISSION STATEMENT
Prepared for the
Maryland Higher Education Commission

I.   INSTITUTIONAL IDENTITY:

Garrett Community College serves the higher education and lifelong learning needs of Garrett County, Maryland, a rural, sparsely populated, agrarian region. Maryland's smallest community college, GCC is dedicated to learner centeredness, to community and economic development, and to accessible post-secondary education for all Garrett County residents. The primary functional emphasis of the college is <u>learning</u>. Personal attention, support, and encouragement are hallmarks of the GCC learning experience.

The unique features of Garrett Community College reflect the unique characteristics of its service region. Located at the westernmost tip of the State of Maryland, Garrett County is an Appalachian mountain community with roots in agriculture and natural resources extraction. It is known for its scenic natural beauty. The County has a very short borderline with Maryland and much longer boundaries with the states of Pennsylvania and West Virginia. Garrett County is more proximate to urban centers in these states than to Baltimore or Annapolis. Sparsely populated, the County has less than 30,000 full time residents. As a result of its history of rural isolation, the County's population is virtually one hundred percent Caucasian. Garrett Countians have a long history of ranking low on socio-economic indicators both nationally and in Maryland.

As an open enrollment comprehensive community college, GCC emphasizes career and transfer education, developmental education, and continuing education. The college offers the associate in arts and the associate in applied science degrees as well as certificates for shorter-term career preparation. GCC's main programs of study in the technologies focus on the environmentally sound use of natural resources.

In addition to standard transfer programs, GCC has taken a leadership role in promoting a K-16 curriculum in Garrett County and in Western Maryland as a whole. The college also supports programs undertaken out of an economic development motivation. GCC is a recognized leader in rural telecommunications and related studies in information technology; it has a highly elaborated developmental studies program which assures access and maximizes success; and it offers unique studies related to sustainable land use as well as a new program in juvenile justice.

Despite limited resources due in part to serving a sparsely populated region, GCC's small size is an institutional strength. The college provides a learner-centered environment noted for personal interaction between teacher and student. The faculty's commitment to learning

has enabled GCC to mine opportunities despite limited resources. This kind of dedication and ingenuity has produced unique programs, which have become hallmarks of GCC's educational experience.

GCC is in a period of transition. During the preceding five-year period, GCC emphasized its development of a three-part program of studies that balanced arts and sciences transfer, business and information technologies, and specialized career programs. GCC has converted its traditional business degree into a degree in Business and Information Technology. The objective is to develop a workforce capable of transitioning Garrett County from an economy dependent on agriculture and resource extraction to a 21st century information-based economy. GCC also started three land-based programs. The Adventure Sports degree is unique in the United States. It prepares students for professions in Garrett County's growing adventure recreation and tourism industry. GCC's Agricultural Management degree relies on a unique partnership with the Institute of Applied Agriculture of the University of Maryland at College Park. The program is designed to enhance the profitability of the County's agricultural industry by introducing alternative agricultural products and state-of-art technologies including GIS/GPS, aquaculture, and aquaponics. The Natural Resources and Wildlife Technology program complements the missions of the Adventure Sports and Agricultural Management degrees by promoting environmentally responsible ways to utilize the natural environment to support local economic development.

These curriculum enhancements add balance to the traditional arts and sciences curriculum, which had for many years been the mainstay of the GCC academic experience. Although GCC intends to strengthen and solidify these gains in the next five years, it also intends to turn attention back to the arts, humanities, and sciences, which have been in a holding pattern during this period of curricular diversification. Even though GCC's students have performed significantly better than the statewide average for community college transfers, renewed emphasis on the arts and sciences both sustains and improves this level of performance.

II.   **INSTITUTIONAL CAPABILITIES:**

MHEC STATE GOAL 1: ACHIEVE AND SUSTAIN A PREEMINENT STATEWIDE ARRAY OF POSTSECONDARY EDUCATIONAL INSTITUTIONS THAT ARE RECOGNIZED FOR THEIR DISTINCTIVENESS AND THEIR EXCELLENCE NATIONALLY AND INTERNATIONALLY

GCC has several programs that are distinctive and that contribute to the College's reputation statewide, regionally, and in instances nationally and internationally:

➢ **Adventure Sports:** Capitalizing on Garrett County's distinctive geography, natural resources, and climate, the Adventure Sports degree is the first of its kind in the United States. Offered in conjunction with Frostburg State University, the program is

associated with GCC's Adventure Sports Institute, the first adventure sports institute in the nation.

> **Natural Resources and Wildlife Technology:** Unique in Maryland, NRWT takes advantage of Garrett County's natural environment to prepare technicians who understand the interrelationship of air, soil, water, and wildlife. Students participate in field projects that have received recognition in scholarly journals.

> **Agricultural Management Technology:** Garrett County is one of Maryland's main agricultural production centers. The college offers a degree program in Agricultural Management Technology to meet the higher education needs of Garrett County's farm community. Combining the resources of the Institute of Applied Agriculture of the University of Maryland at College Park and Garrett Community College, AMT is unique in Maryland. The program specializes in alternative agriculture, aquaculture, aquaponics, and precision farming.

> **Juvenile Justice:** This Fall GCC launched a Juvenile Justice program, unique in the State. A significant percentage of the State's juvenile justice facilities are located in Garrett County and Western Maryland. The Juvenile Justice degree is designed to train professionals who will help incarcerated and at-risk youth become productive and successful members of society. The program is also intended to support the juvenile corrections industry in western Maryland.

> **Information Technology:** GCC is recognized as a national leader in rural telecommunications and information technology. The College has a newly renovated and appointed building with a state-of-the-art capacity for supporting advanced instruction in the information technologies.

> **Developmental Studies:** GCC has a highly elaborated developmental studies program, elements of which have received national and international recognition. The college believes that its program contributes significantly to the academic success of its students and to their record of achievement upon transfer.

MHEC STATE GOAL 2: PROVIDE AFFORDABLE AND EQUITABLE ACCESS FOR EVERY QUALIFIED MARYLAND CITIZEN

Affordability: GCC's tuition and fees are in the range of the statewide median. The Board of Trustees of Garrett Community College has adopted a guideline stating its intent to keep GCC's tuition and fees in this range. Because 80% of GCC's credit students receive federal, state, or local financial aid, a community with a per capita income significantly below the statewide average is nevertheless able to access a higher education. In addition the GCC Foundation has $2.5 million in assets and contributes a substantial number of scholarships on a needs basis to eligible applicants.

Access: GCC is located in the center of Garrett County, making it accessible to all residents. In addition the College is upgrading its outreach center in Oakland in southern Garrett County and opening an outreach center in Grantsville in northern Garrett County. The College also provides all students with internet access, and it is aggressively pursuing educational access through other electronic means. GCC is an active member of MCCT and a charter member of MOL. The College is offering its own online courses, and it is promoting further faculty development of such courses.

MHEC STATE GOAL 3: CONTRIBUTE TO THE FURTHER DEVELOPMENT OF MARYLAND'S ECONOMIC HEALTH AND VITALITY

GCC is very aggressive in its efforts to support local and regional job creation and economic development. All its career advancement programs are specifically designed for this purpose. The Adventure Sports degree was initiated for the primary purpose of starting and sustaining an adventure recreation industry in Western Maryland. Agricultural Management Technology was introduced in order to support local and regional agriculture. Due to climatic conditions and the small size of local farms, local farmers have struggled to eke out a living. To support their enterprises, AMT emphasizes niche-farming opportunities such as raising alternative meat produce, aquaculture, and aquaponics. It also specializes in precision farming to help small farms increase productivity and reduce costs. The Natural Resources and Wildlife Technology program is the handmaiden of the other two signature programs, demonstrating how Garrett County can use its natural resources to support tourism and agriculture without despoiling the environment on which they rely.

In Fall 2000, GCC will start its Career Institute for Business and Information Technology, which integrates business and information technologies for the purpose of supplying the local work force for Garrett County's emerging information industry. GCC was instrumental in establishing a nationally recognized rural telecommunications infrastructure in order to support information enterprise. It is now constructing an incubator building to house start up information businesses, and it is providing through CIBIT qualified professionals to help these businesses succeed. In addition CIBIT trains teleworkers who will be able to live and work in Garrett County although their employers may be headquartered anywhere in the world.

GCC's new Juvenile Justice degree, which is unique in Maryland and statewide designated, was initiated to secure Western Maryland's role within the State's program of juvenile corrections. Taking a lead role in certifying professionals to work with incarcerated youth, GCC is positioning Garrett County and Western Maryland as a prime venue for the State's juvenile justice facilities and for attracting the jobs that such facilities provide.

MHEC STATE GOAL 4: SUPPORT AND ENCOURAGE BASIC AND APPLIED RESEARCH

Although GCC is Maryland's smallest public institution and although its main focus is learning, the College is active in several research projects:

-4-

> **Saw-whet Owl:** This project has been ongoing for a decade, and it has received national recognition in a number of scholarly publications. GCC's Natural Resources faculty and students capture, band, and measure saw-whet owls as part of an interstate initiative to determine the saw-whet's migratory habits.

> **River Restoration:** Garrett Community College's Natural Resources and Wildlife Technology Program has entered into a five year partnership with the Power Plant Research Program of Maryland's Department of Natural Resources, several state and federal agencies, and several private sector interests to restore severely degraded wetlands at Laurel Run and at the North Branch of the Potomac. Faculty members from the NRWT Program at GCC have initiated monitoring protocols and have begun to plan restoration efforts.

> **Alternative Farm Products:** GCC is experimenting with growing meat goats and rabbits as an alternative food product. Through its research the College supports the profitability of over 200 Garrett County and West Virginia farms, which are members of a goat and rabbit meat cooperative.

> **Composting:** GCC received the first USDA grant to compost rabbit waste to determine its suitability as manure. The grant will fund the construction of a composting facility, which will allow for tests and measures to assess the viability and cost effectiveness of producing fertilizer from rabbit waste.

> **Aquaculture:** GCC has constructed an aquaculture facility with a 10,000-gallon tank soon to be supplemented with four other tanks. The College is experimenting with raising talapia fish and will soon add other varieties. This effort is intended to support diversification of agriculture in Garrett County and the surrounding region.

> **Aquaponics:** GCC has received a grant to build an aquaponics lab and a ninety foot greenhouse, which will allow the college to circulate nutrient enriched waste water from its fish tanks into an aquaponics facility for hot house growth of plants and vegetables and then to recirculate purified water into the fish tanks. This research is aimed at determining the profitability of such alternative agricultural enterprises.

MHEC STATE GOAL 5: STRENGTHEN TEACHER PREPARATION AND IMPROVE THE READINESS OF STUDENTS FOR POST-SECONDARY EDUCATION

GCC has a small program in primary and secondary teacher education, which is articulated with Frostburg State University. The College has taken measures to help students practice for the Praxis examination required for entry into Frostburg's teacher preparation programs of study.

The College has a history of preparing primary and secondary school students for post-secondary education. Fifteen years ago GCC entered into an Eight Point Program with the Garrett County Board of Education for the purpose of eliminating terminal diplomas and

preparing all Garrett County students for college study. This program was the basis for the County's Tech Prep program, which has received national recognition. The College has also taken an active role as a member of the Regional Education Service Agency in promoting the development of a K-16 pilot curriculum. This history of local collaboration has translated into significant curricular enrichment for the benefit of students in the local school system. GCC transmits special courses via interactive television into secondary classrooms in Garrett County. For a decade the Garrett County Board of Education and GCC have jointly sponsored College and Me, a nationally recognized program to give elementary school students a favorable early impression of college. In Garrett County all fifth grade classes attend GCC for one week. In addition to their regular studies, the fifth graders participate in an enrichment program of ten extra-curricular activities, which the GCC faculty prepare and lead.

MHEC STATE GOAL 6: PROVIDE HIGH QUALITY ACADEMIC PROGRAMS FOR A POPULATION OF INCREASINGLY DIVERSE STUDENTS

Although Garrett County is 99.6% Caucasian, GCC has made a concerted effort to attract minority students, who represent 4.7% of the credit student population. Recently the College also embarked on an effort to globalize its educational experience, establishing an articulation agreement with the University of Maryland at Schwabisch-Gmund, Germany. In addition GCC took a lead role in establishing a special relationship between Maryland and the Republic of Estonia. In consequence four Estonian students commenced study at GCC in Fall 2000, and six more Estonians are expected to enroll in Spring 2001. To make the GCC academic experience sensitive to the needs of an increasingly diverse student population and to expose native students to other cultures, GCC instituted a co-curricular program which requires each graduate to have attended not less than eight approved co-curricular activities. These activities emphasize multi-culturalism.

MHEC STATE GOAL 7: ESTABLISH MARYLAND AS ONE OF THE MOST ADVANCED STATES IN THE USE OF INFORMATION TECHNOLOGY TO IMPROVE LEARNING AND ACCESS

GCC has an Advanced Information Technology Center, which includes well appointed, computer laboratories, a computer technician-training laboratory, a fiberoptic studio, and two compressed video studios. The interactive television facilities are used to receive and transmit instruction from and to remote sites. All computer classrooms throughout the College are wired to the internet, allowing for internet based classroom activities and exercises. Increasingly classrooms are being outfitted with overhead projection for satellite downlink programming and for computer to screen visual presentations using PowerPoint and similar software. In Spring 2001, GCC will break ground for an incubator building to house information based businesses. These on-campus enterprises will afford GCC's students accessible internship opportunities.

GCC characterizes itself as a "Communiversity©", a local community college that uses its technological resources to put the universe of information at the disposal of its students and

service region. In this regard GCC offers distance learning opportunities through its membership in MCCT and MOL. It also has a distance learning articulation agreement with Bowie State University, which delivers its Bachelors of Technology degree to GCC via compressed video. The College also receives real time interactive instruction from the University of Maryland's Institute of Applied Agriculture at College Park. These classes augment offerings in GCC's program in Agricultural Management Technology.

GCC is participating in the WHY-TECH and the FOTTC grant programs for training faculty to develop and deliver online courses and to integrate technology into classroom instruction. GCC is also taking steps to deliver some of its distinctive programs of study via IP telephony, once that technology is practicable.

MHEC STATE GOAL 8: ACHIEVE A COST EFFECTIVE AND ACCOUNTABLE SYSTEM OF DELIVERING HIGH QUALITY POST-SECONDARY EDUCATION

Despite its size, GCC has a long history of being highly resourceful in providing a comprehensive program of collegiate studies including a number of innovative programs aimed at supporting local and regional development. The College has been very successful in using its own personnel to meet its construction requirements despite budgetary constraints and in establishing an *esprit de corps* that results in its employees and faculty contributing to institutional initiatives well above and beyond the call of duty.
GCC has made substantial progress in developing a comprehensive outcomes assessment plan. It has significantly strengthened its Institutional Research capability, and it has a well-developed program of data collection and retrieval in support of management decision making. The College follows a regimen of institutional planning and maintains a regular cycle of strategic, operational, and financial planning, all of which feed into the College's system of institutional self-evaluation and accountability.

III.   INSTITUTIONAL OBJECTIVES AND OUTCOMES:

GOALS AND OBJECTIVES

The goals and objectives listed below are derived from GCC's 1998-2002 Five Year Strategic Plan. These goals are consistent with the goals stated in the State's Plan for Post-Secondary Education.

Goal 1: To support and enrich the learning experience at Garrett Community College

Objective 1.1:   To develop special student support systems to retain at-risk students.
Objective 1.2:   To sustain and expand GCC's co-curriculum.
Objective 1.3:   To expand and diversify GCC's program of learning by distance education.

Objective 1.4:	To expand GCC's programs of study to prepare students for industry certification examinations in the information technologies.
Objective 1.5:	To sustain and further develop GCC's land based signature programs.
Objective 1.6:	To develop a high quality Juvenile Justice degree program and to make this program of study available statewide.

Goal 2: To advance GCC's standing as a learner centered institution

Objective 2.1:	To achieve total faculty and staff commitment to the principles of a learner centered collegiate institution
Objective 2.2:	To achieve a ninety percent (90%) student satisfaction rating.

Goal 3: To improve work life quality at Garrett Community College

Objective 3.1:	To increase full time faculty and staff salaries significantly
Objective 3.2:	To establish a compensation system for part time personnel and to increase salaries accordingly
Objective 3.3:	To achieve an eighty-five percent (85%) employee job satisfaction rating.

Goal 4: To implement a capital projects plan

Objective 4.1:	To provide residence hall housing for GCC students
Objective 4.2:	To construct a Learning Resources Center and renovate the existing academic building
Objective 4.3:	To renovate and expand the existing gymnasium and to construct outdoor athletic facilities
Objective 4.4	To construct a fine arts center
Objective 4.5	To construct a child care center
Objective 4.6	To construct a telecommunications infrastructure to support GCC's role as a communiversity

Goal 5: To continue and expand GCC's community service activities in support its service region

Objective 5.1:	To provide a telecommunications infrastructure to support a broad array of accessible and affordable electronic information services community-wide
Objective 5.2:	To achieve for GCC a national reputation as a model rural electronic information center

Goal 6: To increase GCC's operating budget

Objective 6.1:	To increase the State's annual operating appropriation
Objective 6.2:	To increase Garrett County's annual operating appropriation
Objective 6.3:	To increase annual tuition revenue while keeping tuition rates in the range of the median of the State

COMMITMENT TO EQUAL EDUCATIONAL OPPORTUNITY

Despite the predominately Caucasian population of GCC's service region, the College has been able to attract a minority student population of 32 in Fall 1999, representing over 4.7% of its student population. Minority students have become part of the fabric of institutional life. The College has taken measures to cultivate a receptive community by requiring all students to participate in a co-curriculum in multi-culturalism. All students are required to participate in eight events as a condition of graduation. GCC's minority student success rate fluctuates considerably due to its small numbers of its minority students. For example, the cohort of five students in 1993 had a forty percent (40%) success rate, considerably higher than the community college system as a whole. But the cohort of eleven in the following year had a nine percent (9%) success rate, considerably below the mean for the system. One factor is early transfer to out-of-state four year institutions. Such transfers are counted as attritions in the state reporting system. The College is investigating why minority students leave the College in order to better understand its rate of success and to formulate strategies to achieve a high and consistent success rate.

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Institutional Identity

The mission statement of Hagerstown Community College (HCC), as approved in 1999 and reaffirmed in 2000 by the Board of Trustees, states:

> "Hagerstown Community College promotes student success through educational excellence and fosters regional development through community involvement."

The mission of the College is based upon five Core Values that were adopted by the Board of Trustees and the College community in 1999. The Core Values serve as the foundation for the mission and all planning, budgeting, and assessment activities.

Reflecting goals and objectives identified in the Maryland State Plan for Postsecondary Education (hereafter referred to as the State Plan), the HCC Core Values include:

- Becoming a learner centered college

- Recognizing individual contributions of students, faculty, and staff

- Providing opportunities for the community

- Improving the quality of life through educational and training programs

- Linking to the community

Based upon the Core Values, HCC's Strategic Master Plan, Enrollment Management Plan, and Outcomes Assessment Plan provide for activities and initiatives that support the State Plan in many ways. The State goals of quality, access, economic development, teacher education, diversity, information technology, and accountability are addressed throughout the aforementioned plans.

In essence, the mission of HCC is to provide accessible and affordable quality education and training to the citizens of Washington County and the surrounding regions of Pennsylvania and West Virginia. Approximately 70% of the student population at HCC reside in Washington County. Five percent are from other Maryland counties. Due to the College's presence as a regional postsecondary institution, approximately 20-25% of all students live in surrounding areas in Pennsylvania and West Virginia. Approximately 11% of all students are minorities, with 50% of those being African-American.

Approximately 60% of the student body attend part-time and are predominately female. The average age of all students is 27.8, while the average age of full-time students is 24.1. Approximately 70% of the credit hours generated each

semester are held before 5:00 p.m. and are on campus. The majority of HCC's students are employed full-time and have family responsibilities. Almost 60% need financial aid to attend college. These challenges must be addressed by alternative instructional delivery. The College provides instruction in the liberal arts, science and technology, continuing education, developmental education, and special certificates as it strives to meet the diverse needs of its students.

The College's shifting demographics have created opportunities, as well as challenges, for the institution. The College's Enrollment Management Plan provides strategies to address these challenges.

The College is undergoing, as part of its enrollment management initiative, a curriculum development assessment to better meet community needs. Future course and program development, both in credit divisions and continuing education, will be driven by rapidly changing local and regional needs in accordance with the State Plan. With accessibility, quality, and affordability as the guideposts, HCC will:

- Provide core general education courses to all students

- Provide developmental studies to students who need remediation in the areas of English, reading, mathematics, and science

- Provide lower level undergraduate courses for students who seek to continue their studies at a four-year college or university

- Provide career and technical programs of study

- Provide training in skills and areas of study relevant to the local workforce, business, and industry including the upgrading of skills and retraining

- Provide a variety of continuing education courses and programs to meet the needs of the service area, including but not limited to personal enrichment, contract training, and training in technology, allied health, construction trades, and business and management.

The primary function of Hagerstown Community College is student learning. The new Learning Resources Center and the College's commitment to the latest in technology training reflect its dedication to students by providing offerings as a state-of-the-art community college. The College initiated and partnered with the Washington County Board of Education to become part of the learning community. This partnership has great benefit to the service area as it encourages the pursuance of postsecondary opportunities while removing barriers as it helps to ensure smooth transitions from secondary education.

The College fulfills many diverse needs within its community as the only comprehensive, integrated educational, cultural, and recreational center within

the region. The absence of a comprehensive public four-year college or university nearby presents unique opportunities for the College. Telecommunications and distance learning capability permit four-year colleges and universities to deliver much needed upper division courses and graduate programs through HCC. These same technologies enable the College to expand its offerings into the remote areas of the service region.

Institutional Capabilities

Goal 1:   **Achieve and sustain a preeminent statewide array of postsecondary educational institutions that are recognized for their distinctiveness and their excellence nationally and internationally.**

Goal 2:   **Provide affordable and equitable access for every qualified Maryland citizen.**

The quality of instruction is measured by the extent to which the total range of curricula, activities, and support services foster the achievement of institutional goals. Hagerstown Community College participates in a variety of activities that support State Goals 1 and 2. To achieve the goals for postsecondary education and meet the needs of the service area, it is essential for the College to strive for high quality and the faculty play a critical role.

The faculty at HCC are well suited to their role of teaching at an open door community college. Many have had experience in business, industry, and government. Others have had teaching experience in the public school system. Faculty stay current in their fields through professional development opportunities and additional studies.

The State Plan and the College's Enrollment Management and Outcomes Assessment Plans set the expectations for examining and strengthening present courses/programs for relevance and currency while supporting targeted course/ program development over the next few years. Specific strategies to improve the quality and responsiveness of instruction to the service area include:

- Systematic review of curriculum and programs

- Determination and integration of general education competencies into the curriculum

- Development of accelerated programs, "Weekend College," etc. to better meet student needs

- Expansion of evening and weekend access to learner support services

- Implementation of the Outcomes Assessment Plan, including performance standards

- Planning and delivering workforce development training and contract training opportunities

- Serving as a regional resource for technology and technology training, particularly through the Learning Resources Center and the Technology Center

- Implementation of the Enrollment Management Plan to expand and strengthen enrollment, as well as integrated support services from recruitment through graduation

- Development and implementation of a Retention Plan to better support and retain students, with particular emphasis on "at risk" students.

The aforementioned strategies are particularly critical to support HCC as an accredited, public, comprehensive, open admission institution. In meeting the challenges of mission implementation, the College must provide affordable, accessible opportunities for all. The Board of Trustees have not raised in-county tuition for the last three years. Legislative approval of HB 192 in April 2000 has allowed the College to lower out-of-county and out-of-state tuition to be more competitive with regional out-of-state and private Maryland colleges. This action was essential to maintain the College's accessibility and affordability.

The HCC endowment has doubled since FY 1996 and is approximately $4.2 million. An institutional benchmark calls for the Foundation to be $5 million by FY 02. Well aware of accessibility, the Foundation has awarded approximately $416,300 over the last three years. Approximately $197,500 has been budgeted to ward in FY 01. Further, the College's Institutional Advancement Office and the HCC Foundation have worked diligently to ease students' financial burdens and award financial aid to out-of-state and adult students.

In regard to accessibility, the College supports the State Plan through the goals of its Strategic Master Plan and Enrollment Management Plan as alternative instructional delivery is required to meet the diverse needs of the service area. HCC is committed to addressing the learning and scheduling needs of its diverse student body. This is being done through repackaging current offerings, as well as developing new courses, and scheduling and delivering them in difference formats such as web instruction, weekend instruction and television/cable delivery. One of the College's goals over the next five years includes the expansion of instruction and student support services in non-traditional formats.

Goal 3: Contribute to the further development of Maryland's economic health and vitality.

Hagerstown Community College is a leader in the economic development of its service region. The primary initiative in economic development at the College is being done through the College's Advanced Technology Center (ATC). The ATC is viewed as a major asset in the region's economic development strategy and serves the needs of the community through college programming and technical support. The staffs of the ATC, the Economic Development Commission (EDC), and the Chamber of Commerce meet on a regular basis to discuss workforce and business development needs of the region. The EDC holds permanent positions on the advisory committees for the ATC and the Technical Innovation Center (TIC). Most of the training offered in the ATC is in the area of workforce development.

The Technical Innovation Center (TIC) enhances economic development in the region. As a full service business incubator, it offers entrepreneurs, start-up manufacturers, and technology-oriented firms facilities and services in their first critical years. Office suites, open manufacturing space and conference areas are available with infrastructure support for advanced telecommunications needs.

Enhancing economic development, the Center for Continuing Education (CCE) provides many diverse non-credit training options and partnerships with government, business and industry. The CCE developed the Management Performance and Leadership Development Center to meet community needs. The Center offers courses and programs in business and professional development, including a partnership with the nationally known training and development organization, Achieve Global. Zenger-Miller programs are provided by certified instructors who use behavior modeling as the primary learning methodology. Through a partnership with Kaset International, customer service training also is provided through the Leadership Center. Certified facilitators incorporate proven adult learning techniques and media in interactive sessions. Many other contract training options are available to organizations in the service area. Courses in certification and licensure include but are not limited to real estate, tax preparation, and insurance certification. Other continuing education offerings include the programming, and repair of computers, as well as training; food service/hospitality; industrial technology, including maintenance, machining, safety, and electricity/electronics; languages; personal enrichment; nursing and health care, trades, and truck driver training.

Goal 4:   Support and encourage basic and applied research.

Teaching and learning are the primary components of a community college mission. The College supports Goal 4 in the State Plan:

> "The transmission of knowledge for increasing the economic contribution of individuals and the transmission of knowledge to prepare citizens for active engagement in their communities and society as a whole are accordingly primary goals of higher education. The direct research activities of our institutions and the education of a citizenry versed in the issues of societal need contribute equally to progress in remedying major issues facing our State. Societal problems can be addressed through the involvement of educated citizens in community government and through the knowledge research brings to the development of public policy at all levels."

Though the research scope in a community college is limited, several years ago, the College established the "Center for Public Policy and Analysis" to provide a forum for students to be exposed to and learn about issues related to public policy and societal problems. The Center supports the involvement of students/citizens in local government and public policy and helps link research, policy analysis, and education. The Center is in transition as the lead faculty in this area recently retired, but HCC anticipates renewed interest in the Center.

Goal 5:   Strengthen teacher preparation and improve the readiness of students for postsecondary education.

The College's Social and Behavioral Sciences Division (which houses the education program) is working to address the needs of the State and its community to achieve the principles and recommendations of the State policy, "The 1995 Redesign of Teacher Education." The teacher education associate in science (A.S.) degree is structured to allow students a broad base of courses across traditional disciplines. Students have required transfer electives in behavioral and social sciences, humanities, mathematics, and science.

Within the major, students are expected to function in the following areas: curriculum assistance, school group assistance, tutorial/individual assistance, and teacher support activities. In each instance the pre-service intern prepares a self-assessment and an assessment also is conducted by the classroom teacher. A 150 clock hour field placement experience is a program requirement. The field placement experience allows immediate feedback and qualitative assessment.

An important benefit of HCC's partnership with the Washington County Board of Education (WCBOE) is the establishment of a learning community in which the College's image and outreach is greatly enhanced. The partnership allows for HCC faculty and WCBOE faculty to collaborate on professional development activities, encouraging high school students to pursue teacher education at the community college and expand articulation of credit earned in high school beyond early childhood education courses. The College is working with four-year colleges and universities to develop and expand articulation agreements.

The College also is involved in several K-16 initiatives. Last year the Western Maryland region was assigned the pilot application of K-16. As a result, HCC has developed a number of K-16 initiatives. The first was a Criminal Justice Academy-based program involving Washington County Technical High School (WCTHS), HCC, and the University of Baltimore.

The second initiative was an Engineering Technician program that involves a CAD/CAM pre-engineering program at WCTHS; Manufacturing Academy at South Hagerstown High School; AAS in Mechanical Engineering Technology and Engineering Technician at HCC; and a bachelor's in Technology under joint development by UMES, Towson University, and Frostburg State University (FSU).

The third program is a Finance Academy at South Hagerstown High School in collaboration with HCC's AAS in Finance and a bachelor's degree through Towson University. Other academies include the manufacturing academy at Williamsport High School and a medical academy at North Hagerstown High School.

Goal 6: **Provide high quality academic programs for a population of increasingly diverse students.**

HCC is committed to providing access to an increasingly diverse population. As outlined in Section 1, this includes not only racial and ethnic diversity, but working adults, especially the increasing number of women and the plateaued enrollment of white men.

The number of minorities overall, particularly African Americans, is relatively small, reflecting the racial composition of the service area. Therefore, a numeric change of just two or three people can appear far greater or smaller when examined as a percentage of total population. The percentage of African Americans and other minorities has remained relatively constant. The slight decrease of less than one half of a percent in minorities in Fall 1999 reflects an overall decrease in enrollment in all ethnic categories.

The College accepts the challenge of increasing its minority enrollment to meet its benchmark of 13% in two years. As part of its enrollment management endeavors, the College will target its marketing and recruitment efforts. According to population projections by the Maryland Office of Planning, however, no significant increase is anticipated in the minority population in Washington County.

The four-year success rates of African American students and all minorities who transfer have exceeded the established benchmarks. The success rate for African American students for the most recent cohort was 27.6%, exceeding the benchmark of 22%. All minorities exceeded the benchmark of 22% by almost five percent as well.

The percentage of African Americans in full-time faculty or administrative positions has not met the established benchmarks. When positions are available, they are advertised in local and metropolitan newspapers, as well as in national minority and higher education publications, encouraging minorities to apply. Further, all search committees have an affirmative action representative to insure that hiring procedures and policies are followed.

Goal 7: **Establish Maryland as one of the most advanced states in the use of information technology to improve learning and access.**

Hagerstown Community College is strongly committed to the use of technology to improve learning and access. This commitment is demonstrated through participation in the Maryland Community College Teleconsortium, which enhances access to distance education for students at the freshman and sophomore levels. Enrolled HCC students can enroll in online courses provided by other Maryland community colleges. Yet another opportunity is provided to HCC students through Maryland Online (MOL). Access is provided to four-year institutions offering online certificate and degree programs. Such access is important to those who need convenient, flexible instruction due to work, family responsibilities, and schedule conflicts.

Faculty at HCC are developing online courses, with the number of offerings quadrupling since last year.

Technology, its integration, and technology-based instruction have become a major focus. The opening of the Learning Resources Center (LRC) in Fall 2000 expanded opportunities for academic programming. Housed in the LRC, the Instructional Technology Center is responsible for training faculty to implement and use distance learning, including course development. The Library, also housed in the LRC, is state-of-the-art, offering electronic library services and materials, both on-premise and across campus.

Technology training is an important part of instruction, both in credit and Continuing Education. In cooperation with Cisco International, HCC is in the process of establishing a Network Systems Administrator Certificate Program as part of its certificate in Microcomputer Applications and the Computer Information Systems A.A.S. degree program. It appears that Maryland will be a pilot state for an integrated networking system for high school through the bachelor's degree.

The College's Strategic Master Plan and Enrollment Management Plan call for technology to be used in support and administrative services as well as instruction. Technology is expected to increase the effectiveness and efficiency of administrative processes, procedures and data usage.

The College is struggling with the need for infrastructure enhancements before other online services, such as registration, and courses can be offered. The institution has made online registration its priority in FY 02. However, the reality of limited resources and the cost of technology make this the institution's primary challenge. Technology requires substantial and continuous investment in infrastructure, equipment, classrooms and labs, training, and staff. Keeping pace with technology drains financial resources, thereby necessitating strategic and operational planning and budgeting.

Goal 8:   Achieve a cost effective and accountable system of delivering high quality postsecondary education.

The College is well aware of its need to demonstrate fiscal responsibility and accountability not only to its service area, but the State of Maryland as well. The current accountability model adopted by MHEC several years ago provides the foundation for the College's accountability process. In addition, key success indicators are used to measure the effectiveness of the Enrollment Management Plan and the Outcomes Assessment Plan. The success indicators are tied to the Maryland Higher Education Commission's accountability model and include benchmarks for recruitment, enrollment, and retention; program enrollment minimums; conversion rates for prospective students, applicants, and enrollees; and standards of customer service. The success indicators, enrollment goals, and accountability model serve as the driving forces for planning, budgeting and accountability.

Objectives listed under Goal 8 are supported by Hagerstown Community College and evidence of such is found throughout this report.

Institutional Objectives and Outcomes

The goals and objectives that follow were developed as part of the College's accountability system and integrate with the College's Strategic Master Plan, the Enrollment Management Plan, and the Outcomes Assessment Plan. The goals and objectives, which support the State Plan, are based upon HCC's Core Values and will guide Hagerstown Community College over the next four to five years.

> "Hagerstown Community College promotes student success through educational excellence and fosters regional development through community involvement."

Goal 1. *To continue the development of a learning community whose focus is on students and the quality of learning. (Supports all State Goals.)*

Objective 1.1   Enhance the quality of teaching and learning by diversifying instructional approaches to better address the diverse learning needs of students.

Objective 1.2   Develop new and repackage current courses/programs to meet the needs of the service area.

Objective 1.3   Package, schedule and deliver instruction, learning resources, and student services in creative, flexible ways to address the diversity of the student population.

Objective 1.4   Enhance articulation of courses and programs with area high schools and four-year colleges and universities.

Goal 2. *To provide affordable, accessible education and opportunities to individuals with diverse educational backgrounds.* (Supports State Goals 1, 2, 4, and 6.)

Objective 2.1   Increase the percent of county population served to 65% by 2005.

Objective 2.2   Increase the number of high school graduates who enroll at the College by 2% every year through 2005.

Objective 2.3	Increase credit adult enrollment at the College by at least 2% every year through 2005.
Objective 2.4	Extend and expand support services to underserved populations within the service area.
Objective 2.5	Increase the percent of all enrolled minorities as a percent of total headcount to 15% by Fall 2005.
Objective 2.6	Increase second year retention rates to 70% by Fall 2005.
Objective 2.7	Increase second year retention rates of developmental students to 75% by Fall 2005.

Goal 3: *To foster economic development in the service area through customized training and partnerships with government, business and industry.* (Supports State Goals 3, 4, and 8.)

Objective 3.1	Improve the College's responsiveness to the needs of business, industry, and government by increasing non-credit enrollments by three to four percent every year through FY 2005.
Objective 3.2	Strengthen contract training through new programs and benchmarks.

Goal 4: *To utilize and sustain instructional technology, including distance learning, to enhance student access and instructional effectiveness.* (Supports State Goals 1, 2, 5, 6, 7, and 8.)

Objective 4.1	Enhance the College's infrastructure to support instructional technology by Fall 2001.
Objective 4.2	Develop a strong presence for credit instruction and Continuing Education, including online registration, on the Internet by Fall 2001.
Objective 4.3	Provide faculty and staff with adequate and timely technological training and support to ensure that the College realizes the maximum benefit from its investment, including increased student satisfaction.

Goal 5: *To develop flexible credit and non-credit programs that are responsive to the educational and training needs of the College's service area. (Supports all State Goals.)*

Objective 5.1   Offer complete array of instruction and instructional support services in non-traditional formats over the next five years, including but not limited to weekend degree programs, short-term training, telecourses, and online courses.

Objective 5.2   Implement the recommendations of Project 2010, the College's community based scanning/planning initiative.

Goal 6: *To acquire and effectively utilize fiscal and physical resources to better support the learning community, increase its competitive advantage, and respond to community needs. (Supports State Goals 1, 2, and 8.)*

Objective 6.1   Maintain credit and non-credit tuition at a level essential to maintain a competitive edge while increasing enrollment.

Objective 6.2   Increase non-student revenue streams through adequate local and State funding, aggressively seeking funds from private and public sources, and expanding corporate training and auxiliary services activities.

Objective 6.3   Continue an aggressive resource development program and double the endowment to $5 million by 2002.

Objective 6.4   Continue the implementation of an integrated planning and budgeting system based upon enrollment and strategic planning.

Objective 6.5   Implement a flexible Facilities Master Plan driven by the needs of students/community, instruction, and administration.

Recognizing the impact of demographic changes, the need for workforce development, the expansion of technology, and the issues related to funding, Hagerstown Community College strives to deliver and maintain affordable, accessible quality education and training to its service area. Accessibility is an important part of the College's history and mission. By meeting the aforementioned goals and objectives, the college focuses on students and the quality of student learning.

As a learner centered college, HCC concentrates on the learning needs of students and the community through its programs, policies, and practices. With this focus, its educational and training programs result in better, more productive lives for the citizens of Washington County and the surrounding area. Opportunities are extended to all individuals regardless of age, ethnicity, disability, gender, national origin, race, creed, religion, or sexual orientation. The College strives to remove all barriers that compromise the full participation of an individual student or the community.

OCTOBER 2000
HARFORD COMMUNITY COLLEGE
MISSION STATEMENT

I.   MISSION

Harford Community College (HCC) provides high quality, accessible and affordable educational opportunities and services – including university transfer, career, developmental and continuing education programs – that promote professional competence, economic development and improve the quality of life in a multicultural community. The College supports the Maryland State Plan for Higher Education and is committed to expanding undergraduate degree opportunities to fulfill state workforce shortages in areas of teacher preparation, health care and technology and to advance degree attainment for minorities particularly in relation to Title VI of the Civil Rights Acts. The College expects to increase educational attainment for individuals as well as to prepare and to sustain an educated workforce for area residents, develop technology for program and service delivery, be accountable for the efficient and effective use of resources, be the primary resource for and coordinator of higher education in the community, and serve as the center for recreation, wellness and the cultural arts.

II.   INSTITUTIONAL IDENTITY

A.   HCC is distinct as the only institution of higher education in the county. It has developed a full enrollment plan to match its mission, vision and objectives and to continue its role as a preeminent college by addressing the shifting demographics of Harford County and of Maryland regarding age, adult, minority and immigrant categories of perspective students. Further, it pioneered the model for university partners offering graduate degrees on site at the Higher Education and Applied Technology Center beginning in 1995. Lastly, it introduced the Associate of Applied Science in Technical/Professional Studies for MHEC approval in 1999. Each of these steps was intended to effect sufficient change to meet workforce shortages and to bring higher education to under-represented populations.

B.   The College has created an intellectually and socially stimulating environment for Maryland's college students that is affordable with equitable access for every qualified Maryland citizen. It supports a full commitment to (1) address the four-fold elements of the comprehensive community college, (2) address the recommendations

of Middle States accreditation, (3) expect the campus community to share the accountability for excellence in learning in all areas of academic instruction and services, and (4) comply fully with Maryland Higher Education Commission (MHEC) regulations, particularly the *State Plan* and Title VI of the Civil Rights Acts. To achieve this, Harford will:

- address prospective programs to meet workforce shortages—in particular but not limited to teacher education using the Associate of Applied Science in Technical/Professional Studies to Bachelor in Technical/Professional Studies, dental hygiene and dental assisting: digital art and communication including music.

- keep rates of tuition and fees reasonable and address any gaps with need-based financial aid.

- effect leadership at all levels of the campus community that is (1) future oriented, (2) that applies fairness and integrity to decisions, (3) that promotes a learning-centered student focus with equitable services, nontraditional delivery systems and program schedules for all students with attention to preK-12 education and information technology.

- pursue the establishment of intra-college institutes to address public policy and social change issues particularly as they affect minorities and other constituents who have not participated fully in Maryland higher education. These institutes are part of an applied research thrust new to community colleges which link the educational process and research.

- pursue the College's master plan for facilities including but not limited to those in nursing and teacher education.

- foster and enhance a climate of mutual respect, civil discourse, and intellectual inquiry that rewards collaborations, supports diversity, encourages global awareness and addresses civic and social responsibility.

- seek opportunities for internal constituents to offer creative solutions and/or innovative alternatives for programs, services, ideas and strive to effect relationships with other colleges, universities, business, industry, government, and agencies/entities that are in the best interest of current and future HCC students.

- will be an exemplary teaching and learning community that fosters service and student success, particularly for under-served areas and populations.

- will be a valued resource and leader in academic quality, cultural enrichment and economic development characterized by continuous improvement; innovation, and community responsiveness. To successfully fulfill the mission and vision,

HCC is consciously committed to diversity, integrity, academic excellence and achievement of individual and institutional goals. College administration, faculty and staff are dedicated to building trust, respect and confidence among our colleagues, students and community.

C. Degree levels

Harford Community College offers diverse degrees in 45 associate degree programs including Associate of Arts (AA) or Associate of Science (AS) or Associate of Applied Science (AAS) degrees, the Associate of Applied Science in Technical/Professional Studies and expects to segue to the Bachelor in Technical/Professional Studies to provide second career adults, more African-Americans and the high school graduate not in a college track with higher education degree opportunities and county and state employment, as well as 20 programs that lead to certificates or diplomas. Upper division and graduate programs are brokered by HCC with other colleges/universities at the Higher Education and Applied Technology Center.

D. Programs to address increasing diverse student populations/accreditation and classification

Harford Community College is fully accredited by the Middle States Association of Colleges. The Associate of Science Degree Nursing Program is accredited by the National League for Nursing Accrediting Commission. The Histotechnology Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. The Paralegal Studies Program is approved by the American Bar Association. The College holds membership in numerous national, regional, state and local professional associations. It is a public degree granting institution, one of 16 community colleges in Maryland, with sister college agreements with Russia, Germany and Morocco and start-up initiatives with Estonia and India.

HCC offers 65 programs in occupational/technical fields, liberal arts and sciences, and general education. HCC offers more than 85 programs in continuing adult education and industrial training. Approximately 440 degrees, diplomas or certificates were granted by HCC in the 1999-2000 academic year.

More than 4,700 credit students were enrolled for fall 2000, up another 4% from last year which has risen more than 7% over the two previous years. Of this group, 61% are female, and approximately 39% are male. Fifty-six percent of Harford County residents attending Maryland institutions of higher education at the undergraduate/lower division level attend Harford Community College. Nearly 13% of the students are minorities: 9% are black; 2% are Asian; and 2% are of Hispanic origin. Thirty-two percent of HCC students attend full-time; 68% attend classes on a part-time basis.

About 24% of students each fall enroll in transfer programs; 20% enroll in occupational-technical programs; 20% enroll in general studies; and 29% remain

unclassified. Approximately 99% of HCC students are in-state students; 1% are out-of-state students. Approximately 20-23% of students enroll in developmental courses in English, reading, math or all three; 77-80% take no developmental courses.

E. Open enrollment
Harford Community College has an open enrollment practice. A student with a high school diploma or the equivalent, or who is at least 18 years of age, and who can benefit from college course enrollment is eligible to enroll. A student whose work at Harford Community College has been interrupted for two or more years must file for readmission.

Prospective students must complete an application for enrollment and are advised to seek the assistance of advisors or counselors for academic, career, or transfer information. Certain programs have limited enrollment and some have waiting lists.

F. Employing faculty and staff who reflect the diversity of the State
Twenty percent of full-time faculty (79) and professional staff (16) carry the doctoral degree. Ninety-nine percent carry the master's degree. Of the 79 full-time faculty, an equal number are male and female and both men and women are appointed equally to the ranks of assistant, associate and full professor; 70% are tenured. Minority appointments in the past five years are up 20%. To foster and support the College's efforts for international education/global awareness: 11 countries of origin are represented on staff; more than 17 in student body.

G. Expanded Technology
On-line degrees and expanded use of technology for business, industry and agency training improves learning and access. Microsoft and related vendor agreements attempt to contain costs; Maryland Community College Teleconsortium and collaborations with University of Maryland University College attempt to meet needs in a coordinated fashion; wired high school classrooms and related on-site training with laptops keep us current and fulfill our obligation for state-of-the-art worker preparation.

H. K-16 partnership activities
The College is actively engaged with the K-12 system through Tech Prep, state K-16 initiative, teacher education training, Business/Education Advisory Task Force, workforce development, semi-annual meetings with the Board of Education and HCC Board of Trustees, annual multi-cultural presentations, theater in residence, an art competition scholarship, annual college fair and three open house orientations each academic year. College advisors and high school counselors are in regular contact. College recruiters visit regularly; the college president and superintendent meet often.

I. Histotechnology with Anne Arundel and Coppin
In February 1999, Anne Arundel Community College entered into a transfer articulation agreement with HCC to provide students resident to Anne Arundel

4

County the opportunity to pursue their career goal of employment in the field of Histotechnology. In November 1999, Coppin State College and HCC entered into an agreement to establish a cooperative HT/HTL training program.

J.   Contributions to Maryland's economic health and vitality in conjunction with government, business and industry are evident in a variety of active partnerships, namely:

1.   **Harford Quality Network**
     As a major expansion of HCC's role as the leading provider of training and expertise in the area of total quality management, the Harford Quality Network (HQN) was initiated in FY94. The Network strives to support the efforts of private industry and governmental agencies in implementing their own quality processes and provides a unique opportunity for sharing knowledge and experience in the application of total quality concepts. Organizations in the program focus on "training related" activities, such as seminars, teleconferences, and interactive workshops that center on the concepts of TQM, the necessary tools and skills for implementing TQM, applications, and special topics suggested by the membership.

2.   **Harford Leadership Academy**
     The Harford Leadership Academy is a leadership development project co-sponsored by Harford Community College and the Harford County Chamber of Commerce. Its objective is to prepare Harford Countians for leadership positions with business and civic organizations in the County. The 13-week seminar series focuses on developing and enhancing the skills necessary for effective leadership in our rapidly changing community.

     Seminar topics include: leadership, total quality management, social problems, cultural diversity, economic and business development, the governmental process, the environment, education and training, public safety, diversity, volunteerism, and more.

3.   **Harford County Electrical Contractors Association (HCECA)**
     Apprenticeship Training
     The Harford County Electrical Contractors Association (HCECA) formed as an official group in 1949. In 1975 they initiated and coordinated, on the campus of Harford Community College, what is now the largest electrical apprenticeship program in the State of Maryland. Since 1982, more than 460 apprentices have graduated from this program, making up 36 percent of the journeymen workforce in Harford County. The Apprenticeship program is recognized by employers as a premier program for all entry-level workers in the field.

4. **Public Safety Training Institute (P.S.T.I.)**
   The Public Safety Training Institute (P.S.T.I.) is a coalition of Harford County public safety agencies working together to provide quality, professional training at an affordable cost. Co-sponsored events will prevent duplication of training efforts, promote professionalism among public safety personnel, and provide an opportunity for participants to network with colleagues from other agencies. Several hundred students have attended.

5. **Air Conditioning Contractors of America - Maryland Chapter**
   The Air Conditioning Contractors of America - Maryland Chapter (ACCA-MD) is an organization consisting of 132 Air Conditioning Contractors whose businesses are located in the greater Baltimore Metropolitan Area. The organization was formed to provide leadership, education, and support for the contractors and their employees. Most recently it has developed a four-year apprenticeship program with Harford Community College. The apprenticeship program started in 1996.

6. **Susquehanna Human Resource Association**
   The Susquehanna Human Resource Association promotes quality human resource services to meet the needs of member organizations and their employees, through professional development, training, resource sharing, and networking. There are currently 44 members representing more than 30 businesses and organizations.

7. **Environmental Managers' Information Exchange (EMIX)**
   EMIX is a self-sustaining association, sponsored by the College and made up of Harford County businesses and governmental agencies who want to work together to discuss and solve environmental and safety issues in the workplace. In particular, the association develops and offers environmentally related training programs for employees. The objectives of the association are accomplished through speakers, training workshops, company visits and networking opportunities.

8. **Harford Cable Network (HCN)**
   Harford Cable Network shares facilities at the HCC campus. HCC students and staff of HCN collaborate on training and broadcasting.

III.   INSTITUTIONAL CAPABILITIES

A. Effective Use of Resources:

1. Harford Community College will use the state's resources wisely and well, particular emphasis is given to cost effective programs, barter and related exchanges of services. Use of facilities 24 hours a day, seven days a week, 365 days a year; no closed labs on evenings and weekends. Harford has privatized several major service areas, reduced administrative costs, secured two million-

dollar gifts to its foundation, improved salaries and introduced a pay-for-performance system to reward employees.

2. Harford can advance the technology education and training for its residents by expanding the Associate of Applied Science in Technical/Professional Studies degree to the Bachelor in Technical/Professional Studies degree. More residents can be prepared for more jobs in less time and for less money.

B. Effective Program Development

1. Build a stronger program for cultural arts with particular emphasis on dance and theater that have master class components allowing more under-represented student groups the opportunity to explore their talents and abilities.

2. Create a board-based wellness and recreation program that serves the county's residents from youth to senior. This is done in collaboration with the Community Tennis Association, Maryland Baseball and local agencies and sports teams. Wellness includes health-centered, lifelong activities which assist the community to stay vibrant and to reduce health care costs into the future.

IV. INSTITUTIONAL OBJECTIVES AND OUTCOMES

A. Touchstones of the State Plan:

In meeting the educational needs of the citizens of Maryland for the 21st century, the College is actively engaged in undergraduate learning and applied technology with all other higher education institutions of Maryland, to embody the following characteristics of a student-centered institution and consistent with the State Plan:

1. provide a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students with FTEs increasing 2-5% per year through 2008.
2. effect cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the idea of an open, participatory, and global society focused on desegregation and 2-3% increase in minority hires and student enrollment.
3a. use technology to advance educational purposes, including instructional technology, student support services, and distance education which keeps preeminent programs available to Maryland citizens at low costs.
3b. continue collaborative relationships with other state institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Maryland.
4. embrace teaching and learning as our central purpose; recognize and develop the primary role and responsibility of the student in the educational process.

5. make every effort to help learners achieve success; use facilities 24 hours a day/7 days a week.

6a. respect differences in people and in ideas; promote civic responsibility.

6b. plan and work together with respect, trust, and honesty within the College and among and between the communities we serve; under-represented populations should increase their participation in all college services.

7. seek the best possible ways to conduct our work with prudent use of available resources including the synergistic use of human resources; expand to newer categories of employees.

B. Service/Activities:

1. Economic development activities are broad, deep and far-reaching. In the areas of workforce education and customized corporate training, the College offers a wide range of courses to meet the training needs of local companies. College staff members meet with company representatives to discuss employee needs and develop programs that are customized for each company. Most training is conducted at the company site. When requested by the company, training is conducted at the College or some other off-site location. Scheduling of courses is done at the discretion of the employer, and training can be conducted days, nights or weekends. Major areas of training include: computers, technology, industrial health and safety, manufacturing technology, management and supervision, developmental skills, and quality.

2. Social and public policy issues are addressed in town meetings and focus groups designed to bring about dialogue between and among community agencies and individuals. Harford's annual NAACP and law enforcement town meetings have been successful. The College expects to initiate study institutes which address different, volatile and sensitive social change issues. This applied research approach to solving local and regional issues with academic research and community applications goes a long way to create a viable higher education organization dedicated to its residents.

As these capabilities are realized, Harford continues efforts to achieve a cost effective and accountable system of delivery of quality post-secondary education. It will put technology, teacher education and allied health programs in the forefront for funding.

V. SUMMARY

The College's many collaborations and courageous initiatives have helped it to achieve enrollment growth, reduce costs, be more productive and develop bold and innovative strategies for the foreseeable future. The new century demands that we go beyond the status quo; it demands that we challenge ourselves to invent or re-invent what is better or best; our focus is not just for current needs but applying broad-based vision for years to come. We join the State in this endeavor.

Institutional Identity

The purpose of Howard Community College is to offer individuals equal access to high-quality instruction that results in a growth in knowledge, attitudes and skills that allows individuals to achieve their personal and professional goals. Further, the college values the diversity of the student population, maintains open admissions and offers a variety of educational opportunities at a reasonable cost which incorporates multiple teaching strategies and support services; calls upon students to accept responsibility for their individual growth; maximizes the use of its resources; and makes a significant contribution to the cultural, economic and social development of the community. The college fosters the professional development of its staff and supports academic freedom.

The college presently offers 21 associate degree and certificate programs for credit. Six programs lead to the associate in arts degree and are designed to prepare students for transfer to four-year institutions. These transfer programs include business administration, arts and sciences, computer science, engineering, teacher education and general studies. Fifteen occupational degree/certificate programs are designed to prepare students for careers in such fields as biomedical engineering technology, business management, cardiovascular technology, computer technology and nursing among others. In addition, certificates are awarded to those who complete many non-credit courses. Among our transfer and career programs are those that provide training for students who are beyond the AA degree level. Responding to growing training needs in the area, a unique feature is the increasing importance of certificate programs. Howard Community College is meeting that need by offering specialized certificate programs in technology and other areas.

In fall 1999 approximately 50% of our students attended HCC to prepare for transfer and about 25% enrolled to prepare for employment or to update career skills in programs such as accounting, biomedical engineering technology, microcomputer technology and nursing. Approximately 21% do not declare majors because they are either undecided or are attending college for personal enrichment.

Along with its emphasis on degree and certificate programs, the college also focuses on workforce preparation, economic development, and community service programs for non-career and continuing education. In addition to 5,000 credit students each major semester, HCC also enrolls over 12,000 students each year in non-credit courses in four general areas within the division of continuing education and workforce development. These include:

- Lifelong Learning which addresses the personal and professional needs of Howard County adults
- Basic Skills which offers adult basic education, English as a second language, high school equivalency and pre-employment training

- Career Programs and Community Development which offers courses for professional certification, licensure and updates, courses for the senior population and others; and
- The Business Training Center which offers both credit and non-credit courses designed to meet specific technology and leadership needs of Howard County businesses.

As a comprehensive community college, HCC emphasizes three broad areas of instruction -- transfer programs, career programs and continuing education. In these areas, the college has significantly increased its online and (State Goal 1, Objective 1.1) other distance learning offerings to include degrees that can be earned completely at a distance. The college anticipates further expansion of its distance learning options to provide more learning opportunities that are not time or place bound. (State Goal 7, Objective 7.1-7.3) To prepare students for transfer to four-year institutions, the college provides a wide array of transfer programs that permit students to transfer in any field they choose. The college currently offers and will continue to offer transfer programs in arts and sciences, business administration, computer science, engineering, teacher education and general studies. In the area of career programs, the college offers a wide array of career programs as market conditions dictate. Our Enrollment Management Team and our Research and Development Team, which include representatives of both the credit and continuing education divisions, are actively engaged in identifying unmet needs and opportunities for course and program development in both the transfer and career areas. These teams also allow us to anticipate and respond to new market trends. (State Goal 3, Objectives 3.1-3.5) Currently the areas in greatest demand are computer networking, nursing and allied health, business management and training, information technology, and office technology. Course and program development in response to identified needs in these areas or in any newly identified area of emphasis will occur in both the credit and the continuing education arenas. A continuing trend has been the blurring of the boundaries between credit and non-credit to provide a seamless delivery system that can respond to any educational need in any desired format. Allied health careers have been identified by our community as areas of particular need, and we have aggressively pursued partnerships that facilitate the development of these programs. Our new Mid-Maryland Allied Health Education Consortium with Carroll and Frederick Community Colleges will be a vehicle in the future for managing costs through the joint development and sharing of allied health programs. In recognition of the continuing trend toward the globalization of commerce and culture facilitated by technology and the Internet, the college anticipates a developing focus on international education and training through the globalization of the curriculum, student and faculty exchanges, study abroad programs, and international teaching contracts. In anticipation of teacher education (State Goal 5, Objective 5.1,5.2,5.3,5.5) and technology training needs that cannot be addressed by the current system, the college also anticipates future partnerships that will involve us more directly in baccalaureate degree programs.

Institutional Capabilities

Teaching: Howard Community College embraces its mission as a comprehensive community college by responding to a wide variety of educational needs in the community, emphasizing teaching excellence and student learning as its foremost priority. The college has established effective assessment and student outcomes processes and measures to ensure that excellence is maintained. (State Goal 4, Objective 4.1) The faculty evaluation system facilitates and rewards excellence in teaching through the college's pay for performance system and recognition for outcomes assessment projects.

Based on fall 1999 figures, of the college's 332 credit faculty members, 90 teach full time and 242 teach part time. Forty-two percent of full-time faculty are full professors, 27% are associate professors, 16% are assistant professors, and 16% are instructors or lecturers. Ninety-four percent have a master's, professional or doctorate degree. The average number of years these faculty have been at HCC is 12. (State Goal 1, Objective 1.4) Thirty-six percent of all faculty are male and 64% are female. Twelve percent of all faculty are African American, 3% are Asian, 1% are Hispanic, 74% are white, and 11% are of another ethnic category or identified as unknown. (State Goal 6, Objective 6.2)

Research: To enhance teaching and learning effectiveness, all faculty at Howard Community College are required to undertake research projects centered on teaching improvement and outcomes assessment. The college routinely conducts customer satisfaction surveys for its external and internal customers, including students, faculty and staff. (State Goal 1, Objective 1.2, 1.3, State Goal 4, Objective 4.3)

Additional research activities are conducted to identify program needs. Experts are consulted and data is generally collected through needs assessment surveys. Data is analyzed and utilized to structure program development and partnership opportunities. The overall effectiveness of career programs is evaluated through follow-up surveys to both graduates and employers. Research is integrated into the ongoing process of educational improvement for academic programs.

Public Service: Community development and community service are key components of HCC's mission. The college is involved in the community at many levels. The college's Division of Continuing Education and Workforce Development offers individuals a wide variety of credit and non-credit courses providing both professional upgrade and personal enrichment. These courses are scheduled year-round at the college, in public schools and at learning centers throughout the county and offered in a variety of formats. The college has established a leadership role in technology training in the area by instituting the Mid-Maryland Advanced Technology Center (MMATC) at the Business Training Center at the college's Gateway center. The MMATC is part of an initiative to provide customized technology training and services to Maryland employers, in cooperation with the Maryland Department of Business and Economic Development and the Maryland Higher Education Commission. Additional services include business and industry training, career programs and community development, and academic and social living skills for both native and foreign-born persons. The college also meets the needs of county residents

with its cultural arts programming, athletic events, speakers' bureau and by making its facilities available to community groups. The college also offers student internships in non-profit agencies through the Americorps program and internships and cooperative education for credit.

Howard Community College serves a diverse student population from its primary service area – Howard County. Eighty-eight percent of the college's students are residents of Howard County. Most of the remaining are residents of Maryland and come primarily from the surrounding counties; about 1% are residents of another state or country. Over the past ten years, over 40% of all county undergraduate students enrolled at HCC, including a quarter of all the full-time and more than 65 % of all the part-time students. Nearly two thirds of our students are non-traditional in that they are over 21 and are likely to be part-time evening students. Over the past ten years, the student body of HCC has closely reflected the population of the county. The following table summarizes the ethnicity and race of HCC's fall 1999 credit enrollment compared with percentages for Howard County derived from data prepared by the Maryland Office of Planning from the U.S. Bureau of the Census (September 1999). The statistics are similar for non-credit enrollment with an overall county percentage of minorities at 24% and minority enrollment at 28%. (State Goal 6, Objective 6.1)

Ethnicity and Race	Percent of Howard County Population	Percent of Howard Community College Fall 1999 Enrollment
Asian	6%	9%
African American	15%	18%
Native American	0.3%	0.4%
Hispanic	3%	3%
White	76%	62%
Other	Not available	8%

The college is projecting a 41% increase in Howard County high school seniors and a 26% increase in the adult population during the next 10 years. The population growth in the county translates to enrollment growth at HCC with special emphasis on targeted groups such as new immigrants, foreign-born residents and senior citizens. The college also anticipates an increase in international students as it emphasizes its global role. These changes are expected to increase the demand for workforce development, spur credit and non-credit growth, and prompt changes in systems of delivery.

HCC is an open admissions institution and admits all students who seek educational opportunities. To support their educational success, the college tests and places students in appropriate courses and sections. Additionally, the college has established the Rouse Scholars Program, which limits admission to highly qualified students as a means of ensuring their success and transfer to high quality educational institutions. The college

also offers an extensive English as a Second Language program to accommodate the county's diverse foreign-born population.

Specifically, HCC's initiatives support the following efforts identified in the State Plan as having the greatest potential for societal benefit:

Workforce training and economic development activities (State Goal 3, Objectives 3.1-3.5, State Goal 7, Objectives 7.1, 7.2)-

As an active partner in its community, Howard Community College shares with it the common goal to improve the economic and social well being of Howard County. The Business Training Center at Gateway shares the same facility with the Howard County Economic Development Authority and enables an active partnership between the two organizations. HCC recognizes that an adequately skilled regional workforce is critical to the future economic success of Howard County. In providing an effective education and training system that is responsive to new and existing business needs, HCC provides the following essential components of the system: assessment of business needs, delivery of standard and customized training, evaluation of success through economic impacts.

In addition, HCC participates in national, regional and local partnerships with businesses and other educational institutions in order to support objectives specified in the Howard County Economic Development Authority Strategic Plan. Activities addressing these objectives include:
- Providing an effective system of worker retention focused on upgrading existing employee skills and retraining displaced workers;
- Using various electronic media to provide employees with distance learning opportunities;
- Providing a vast array of support systems including mentoring programs that facilitate "real world application";
- Participating in the development of entrepreneurial career programs; and
- Offering job fairs, job recruitment and job listing database for interested employers.

K-16 partnership activities (State Goal 5, Objective 5.4, Goal 8, Objectives 8.1, 8.2, 8.4) -

Over the years as an active member of the community, HCC has fostered special relationships with local high schools to further advance the educational opportunities for county students. These include special programs for students, counselors and teachers. Among the programs that the college has presented or hosted are an honors program for high school students, science teacher training programs, Project Access – a program that provides special support for disabled students in secondary schools, and the Black Student Achievement Program, a summer enrichment program for African American students from local middle and high schools. The college has also developed articulation agreements with the high school Tech Prep programs, with other community colleges to share courses and programs, and with four-year institutions to create career paths and 2+2

bachelors' degrees. The college has also begun sharing performance information and data with the high schools to improve student learning.

Partnerships with government, business and industry (State Goal 4, Objective 4.2, Goal 5, Objective 5.4, all Goal 3 Objectives) -

The college prides itself on developing close relationships with the county's business community and government agencies. These partnerships are an important part of the college's mission of providing active community support and enhancing economic development opportunities. These partnerships take on many forms and include customized and contract training to assist businesses' specific training needs, mentoring programs, and internships. Partnerships with the government have included surveys on topics such as: affordable housing; training needs of county employers (in cooperation with the Howard County Employment and Training Department); child care needs for the Department of Citizen Services; issues relevant to the county's Human Rights Commission; and evaluation services for the Career Connections project for Howard and Carroll counties. The college is currently collaborating with Howard County government officials to develop a child-care facility on campus.

Community and Cultural Development (State Goal 1, Objective 1.2, Goal 6, Objective 6.4)-

HCC's community development activities focus on the larger scale of community life addressing a broad variety of social, cultural, and public policy issues that help to improve conditions in which the community can be stable, vibrant, and attractive to potential residents as well as employers. Some of HCC's community development activities include:
- o providing community cultural enrichment through HCC's professional theatre company, Rep Stage;
- o having long-term representation on local and statewide arts councils, i.e., Howard County Arts Council, Maryland State Arts Council, Maryland Council on Dance;
- o collaborating with local arts organizations, i.e., Howard County Poetry and Literature Society, Candlelight Concerts, Columbia Festival of the Arts, Columbia Arts Center, Howard County Arts Center, Rouse Theatre for the Performing Arts, Howard County Art Galleries, Columbia Film Society, Kinetics Dance Company, Maryland Museum of African Art, Columbia Orchestra, Columbia Concert Band and many more;
- o hosting various ethnic festivals such as the Howard County African-American and Jewish Festivals;
- o cosponsoring activities and events with organizations such as Community Building in Howard County and the Mediation and Conflict Resolution Center, that attempt to help the community be healthy and balanced;
- o sponsoring large community-based events such as the HCC Health Fair, High Tech Expo, and the Columbia Classic Grand Prix Equestrian event;
- o conducting ongoing study circles on race relations and gender issues;

o   offering a wide range of lectures, demonstrations, performances, Speakers Bureau presentations, and programs opened to both the college and the broader community, for young and old alike; and

o   providing study abroad and travel abroad programs open to community members.

Institutional Objectives and Outcomes

Howard Community College has established core work descriptors for every unit and cross-functional team on campus (each having objectives and performance measures) and six college-wide strategic initiatives that serve as the basic tenets of institutional planning. Each year, core work is reviewed and goals and objectives that support these strategic initiatives are developed via an extensive planning process. College funding and activities at all levels are designed to address these core work objectives and strategic initiatives.

Howard Community College's strategic initiatives align closely with the 2000 Maryland State Plan for Postsecondary Education.

State Plan Goals	HCC
Array of postsecondary educational institutions of high quality	Strategic Initiative I - Learning Community Strategic Initiative VI - Growth
Affordable/equitable access	Strategic Initiative II - Access
Economic development	Strategic Initiative III - Economic and Workforce Development Strategic Initiative IV - Partnerships
Basic and applied research	Strategic Initiative I - Learning Community & HCC Core work unit – *Outcomes Assessment*
Pre-primary school through secondary school (pre K-12) preparation and teacher prep	Strategic Initiative IV - Learning Community Strategic Initiative I - Partnerships
Quality programs and services for diverse populations	Strategic Initiative I - Learning Community
Use of information technology to improve learning and access	Strategic Initiative V - Organizational Excellence
Cost-effective	Strategic Initiative V - Organizational Excellence

Furthermore, the goals that support Howard Community College's strategic initiatives align closely with objectives referenced in the 2000 Maryland State Plan for Postsecondary Education as indicated in **bold** in the following section.

Strategic Initiative I - Learning Community

HCC will be a learning community that provides possibilities for learning that address the current and ongoing needs of a diverse group of students throughout their lives. Our students will be at the center of our thinking and our planning processes, and we will be responsive to their needs and individual learning styles.

Context:
The College will offer a wide variety of high quality programs and learning opportunities that will help to build a vibrant community, and will help students to discover their unique strengths and to achieve their goals. HCC will function as a gateway to professional and personal growth for all citizens and the priority of the college will be to provide the highest quality teaching and learning opportunities so that each citizen can achieve that growth. Assessment of outcomes and quality of learning will be the hallmarks of credit and non-credit educational programs. The college's courses, its highly qualified faculty and staff, and its cultural arts programs will make HCC a major positive force in the life of the community.

<u>Goals:</u>
1. The college will impact the learning of the segments of the student community that are currently least successful by investigating and implementing strategies to increase the success and retention rates of these at-risk populations. (State Plan Goal 6, Objective 6.1, 6.4).
2. The college will enhance the quality of learning by supporting and rewarding professional development initiatives that bring full-time and part-time instructors together for constructive dialogue around teaching and learning issues and for collaborative teaching improvement projects. (State Plan Goal 1, Objective 1.4)
3. The college will participate with its educational partners to provide development opportunities for our faculty and staff and to provide for the most effective use of our combined resources. (State Plan Goal 1, Objective 1.4)
4. HCC will take a leadership role in constructing a seamless system of learning through which learners can move easily while gaining unique and substantial value from each component. We will seek out K-16 partnerships that enhance the preparation, success, workforce preparation, or transfer of our students. (State Plan Goal 5, Objective 5.4)
5. HCC will develop new programs and means of instruction responding to community needs. (State Plan Goal 3, Objective 3.1)

Strategic Initiative II - Access

HCC will attract and retain a rich diversity of faculty, staff, and students into its programs and learning community. Physical and conceptual barriers that inhibit learning will be eliminated, and we will respond quickly to changes in the educational and workplace environments to address the evolving needs of our community.

Context:
HCC is a comprehensive community college that seeks to provide learning opportunities to all members of the community. It works with the community to develop the courses, programs, facilities and opportunities to ensure that all citizens have access to learning opportunities that best fit their needs. The Commission on the Future has identified a number of untapped markets, opportunities to expand programs and new expectations for how the college can contribute to the community. To meet these new expectations and to accommodate the rapidly growing number of high school graduates, the college will need to find new human and financial resources, and ensure that its facilities are of adequate size and are well designed to accommodate these new students and programs.

<u>Goals:</u>

1. HCC will be a leader in removing scheduling, physical, academic, financial, and technological barriers to learning in credit and non-credit courses so that all students can participate in the HCC learning community. (State Goal 2, Objectives 2.1-2.4)
2. The college will increase its market share of credit students. (State Goal 2, Objective 2.3)
3. The college will increase the number of companies served through customer training and open enrollment courses. (State Plan Goal 3, Objective 3.1-3.5)
4. The college will seek creative collaborations to serve underserved groups within the community. (State Goal 6, Objectives 6.1,6.4))
5. The college will work collaboratively with the public schools to serve the "non-college going" student population interested in skills training. (State Goal 6, Objective 6.4)
6. HCC will expand the services of the Children's Learning Center. (State Goal 2, Objective 2.2)

Strategic Initiative III - Economic and Workforce Development

HCC will take a leading role in workforce training and in supporting economic development efforts within the county.

Context:
Driven by advanced technology, heightened global competition, fast-paced innovation, and shifting demographics of the workforce, the workplace and its demands are changing profoundly. The levels and types of skills needed to accommodate these changes are unprecedented. And even more importantly, workers must be prepared to learn new skills throughout their careers. In trying to build a skilled, productive, dedicated and cohesive workforce, many companies in Howard County are responding by providing their present employees with state-of-the-art training that prepares them for global pressures, changing technologies, and increased diversification in the workplace. HCC is well positioned to relate the comprehensive mission of the College to the programs that will be needed in Howard County. The college's experience in delivering customized training that can be provided in convenient time frames and locations; its ability to respond through alternative delivery systems in a rapid time frame; the cost effectiveness of the college's academic, non-credit, and contract training; and its reputation for quality and accountability that is focused on outcomes, skill standards, certification, licensing, and job placement will be critical.

<u>Goals:</u>

1. HCC will broaden its regional partnerships including statewide affinity groups to bring greater resources to the College and local business community, particularly in the area of advanced technology. (State Goal 3, Objective 3.2, State Goal 7, Objective 7.1)
2. HCC will aggressively support the strategic goals and objectives of Howard County's Economic Development Authority to foster an environment in Howard County that supports businesses, nurtures their growth, and provides them with skilled workers. (State Goal 3, Objective 3.2)
3. HCC will continue to be an active participant in the Mid-Maryland Workforce Investment Board (WIB) so it can influence the overall local plan and be able to anticipate needs. (State Goal 3, Objective 3.5)
4. HCC will ensure that its students are prepared for the workforce through a concentration on skills-based competency education and a centralized, well-articulated process that links students to the business community through apprenticeships, internships, work-based learning, and paid experiences. (State Goal 3, Objective 3.1,3.5)
5. The credit and non-credit units will collaborate to respond to the needs of the regional workforce. (State Goal 3, Objective 3.5)
6. HCC will take an active role in leading legislative issues related to workforce development. (State Goal 3, Objective 3.5, State Goal 4, Objectives 4.4)
7. HCC will strengthen advisory committees for credit and credit-free programs. (State Goal 3, Objective 3.1)

Strategic Initiative IV - Partnerships

HCC will seek to nurture vibrant community, business, and educational partnerships. It will participate with its many community partners to ensure that it contributes to the learning needs of all citizens. It will seek out opportunities to be involved in the community's life by being a leader in government, business, education, cultural, and service groups, and will cultivate positive relationships with all segments of the community.

Context:
As HCC actively seeks to address community needs, it will involve its community partners in seeking solutions to building new learning opportunities within the community at large, within educational organizations, within businesses, and within the college. In its relationships with educational systems (both K-12 and higher education), and in its collaborations with businesses the college will showcase the knowledge and skills of its faculty, staff, and students so that businesses and community groups may profit from their expertise. Recognizing the interconnectedness of people and the impact of globalization, the college will take a leadership role in the county in identifying opportunities for preparing residents to be global citizens.

<u>Goals:</u>
1. HCC will explore partnerships to develop international education initiatives to prepare students for participation in the global marketplace. (State Goal 1, Objective 1.1)
2. HCC will actively seek collaboration and linkages with county businesses by involving business leaders in the identification and development of new programs and courses. (State Goal 3, Objective 3.1)
3. HCC will be an active partner in community development projects appropriate to the college mission. (State Goal 6, Objective 6.4)
4. HCC will link to other educational institutions and cultural organizations at various organizational levels as appropriate to the college mission. (State Goal 2, Objective 2.3)
5. HCC will work collaboratively with other community colleges to serve local, regional and state business needs. (State Goal 3, Objective 3.1)
6. HCC will explore relationships that will advance the implementation of the master facilities plan. (State Goal 1, Objectives 1.3,1.5)

Strategic Initiative V - Organizational Excellence

HCC will be an agile, purposeful organization that nurtures innovation and inquiry, and evaluates results against valid and ambitious criteria. It will maintain a climate that promotes the success of each employee and will provide a work environment that recruits, develops and rewards faculty and staff who are committed to excellence. And because it believes strongly in the idea of community it will build a strong sense of ownership and responsibility among all faculty and staff, including full-time and part-time students, faculty and staff.

Context:
HCC values efforts that encourage continuous improvements that promote the responsible and effective use of resources and that focus the college on organizational and learning criteria for providing world-class learning. The college has many features and operations that serve as bases for achieving this strategic initiative. The element of change has, from the origins of the college, been generally accepted as part of the college's culture. Most faculty and staff are involved, not just in following, but in leading change. There is an excitement about the many activities operating in the college and an eagerness to participate in activities that foster student learning.

Goals:
1. The college will build an agile organization that is responsive to students and stakeholders and that empowers its faculty and staff to continuously assess and strive for bold improvement in its learning and work processes. (State Goal 8, Objectives 8.3, 8.5)
2. The college will encourage creative thinking, support risk taking, and will reward and celebrate successes, creativity and innovation in pursuit of its mission. (State Goal 8, Objectives 8.3, 8.5)
3. The college will optimize its use of technology to foster learning and to ensure that college operations are efficiently managed. (State Goal 2, Objective 2.4)
4. The college will streamline its decision-making processes to ensure that its faculty and staff are empowered to make decisions at appropriate levels within the organization and within the Board of Trustees' policy guidelines. (State Goal 8, Objective 8.5)
5. The college will identify and create opportunities for professional development to ensure the growth and success of employees. (State Goal 1, Objective 1.4)
6. The college will meet the challenges of assisting staff in creating a work/life balance. (State Goal 1, Objective 1.4)
7. The college will prepare to meet the criteria for various quality awards. (State Goal 1, Objective 1.3)

Strategic Initiative VI - Growth

HCC will aggressively seek the resources to accommodate growth in the population of Howard County and growth in the numbers of citizens who will seek new learning opportunities from the college.

Context:
In order to meet new challenges and to maintain its leadership in technology, quality, and responsiveness to community and individual needs, the college will need to work with community, state and national leaders to improve public funding for facilities and growth. It will need to work with its many community, corporate, and individual partners to ensure support that is adequate for the tasks that are undertaken. Scholarships, new academic programs, new learning communities, an environment that encourages innovation and risk-taking, and resources to meet student growth and program changes will be critical.

Goals:
1. The college will develop its physical infrastructure to meet the need for appropriately designed space and technology at both the Columbia and Gateway campuses and at possible satellite centers. (State Goal 1, Objective 1.5)
2. The college will seek higher levels of state and local funding for operating, technology and capital funding. (State Goal 1, Objective 1.5)
3. The college will seek new private sources of funding for building the scholarship endowment and implementing the master facilities plan. (State Goal 2, Objectives 2.1, 2.2)
4. The college will develop the research and development capacity to identify and anticipate internal and external constituency needs and to move quickly to respond to opportunities. (State Goal 4, Objective 4.4)
5. The college will develop or expand its human resources to accommodate growth. (State Goal 1, Objective 1.5)
6. The college will identify target markets with potential for growth and develop strategies to attract and retain those markets. (State Goal 1, Objective 1.5)

In addition, we monitor and address institutional indicators (Board of Trustees Information System) which include the MHEC indicators.

MONTGOMERY COLLEGE

MISSION STATEMENT

Submitted to the
Maryland Higher Education Commission

October, 2000

MONTGOMERY COLLEGE

Mission Statement

October, 2000

Background

In April 1999, Montgomery College's *Council for the 21st Century* was formed to help shape the vision and agenda for the College as it enters the next century. The Council, composed of leaders from the business community and College faculty and staff, sought input from a wide range of constituents in identifying the challenges and opportunities affecting the future of our County and the College.

The existence and work of this Council is noted here because the report of the Council and its acceptance by the Board of Trustees in Spring, 2000 is the impetus for a totally revised Mission Statement for the College (adopted in July 2000). From the Council's work, a new Mission Statement and a set of Board of Trustees Priorities have been developed. They have served as the basis for a set of comprehensive Goals and Objectives that will become the framework for our Strategic Plan and a restructured planning and budgeting process.

It is at this point (Summer and Fall, 2000), that the College is conducting extensive institution-wide discussions, forums, and reviews to finalize these planning and outcomes measurement processes. These reviews have resulted in a set of specific Goals and Objectives that incorporate the Council's report, our Board of Trustees Priorities, and the State Plan Objectives to guide the institution's decision-making for the next three-to-five years. The College submits this Mission Statement to the Maryland Higher Education Commission with the caveat that our Goals and Objectives for the next several years are dynamic and may change slightly as our Strategic Plan and external circumstances dictate; as with any organization's strategic goals and objectives, these at Montgomery College are intended to be fluid.

Montgomery College: Our Mission

<u>*Changing Lives*</u>

- ➢ We are in the business of changing lives
- ➢ Students are the center of our universe
- ➢ We encourage continuous learning for our students, our faculty, our staff, and our community

<u>*Enriching Our Community*</u>

- ➢ We are the community's college
- ➢ We are the place for intellectual, cultural, social, and political dialogue
- ➢ We serve a global community

<u>*Holding Ourselves Accountable*</u>

- ➢ We are accountable for key results centered around learning
- ➢ We will be known for academic excellence by every high school student and community member
- ➢ We inspire intellectual development through a commitment to the arts and sciences
- ➢ We lead in meeting economic and workforce development needs

<u>*We Will Tend To Our Internal Spirit*</u>

The Board of Trustees, faculty, and staff believe firmly in a vision of the College as an institution that changes lives, enriches our community, and holds itself accountable for providing excellence in teaching and learning. College faculty and staff are committed to nurturing and fostering a spirit and set of values and behaviors that facilitate the attainment of our mission, goals, and objectives. We are an open-access, public educational institution dedicated to excellence and committed to student success. The College exists in a very diverse economic, ethnic, and cultural environment and makes every effort to reflect that diversity in its academic and student support programs, practices, and staffing. The College's broad mission and comprehensive curriculum promote the development of social, cultural, and civic values, the attainment of basic literacy skills, an interest in lifelong learning, and the institution's role as a center for artistic and cultural expression, social and political dialogue, and workforce development.

INSTITUTIONAL IDENTITY

Sense of Purpose and Current Strengths

As a community-oriented, non-residential college with locations at multiple sites, Montgomery College offers diversified postsecondary career and transfer educational programs, career training, and support services at moderate cost primarily to the residents, businesses, and other organizations within Montgomery County. Both credit and non-credit educational programs lead to the realization of such diverse goals as attainment of an Associate's Degree or Certificate, transfer to baccalaureate institutions, acquisition or enhancement of occupational skills, and the pursuit of general knowledge.

Montgomery College serves a racially, ethnically, and economically diverse community with substantial funding support from a county government that affirms the essential role of the College in the community's educational, cultural, and economic well-being. This level of support, additionally manifested by the existence of three campuses in different geographic locations of the County helps maintain affordable and equitable access to higher education for Montgomery County residents. Tuition increases have been moderate and geographically convenient locations promote access.

The College is committed to playing a central role in the development of a skilled and adaptive workforce in the County. By developing and maintaining partnerships with area businesses and employers, the College seeks to be recognized as the first source of training and workforce development. Enrollment in continuing education offerings, which consists primarily of business- and industry-related courses increased to over 12,000 unduplicated students and over 23,000 registrations in FY 2000.

The existence of an outstanding instructional faculty committed to student success has enabled the institution to attain a reputation for academic excellence and service to students. The College is attentive to the necessity of encouraging and providing ongoing professional development opportunities for faculty and staff in order to maintain its excellent offerings and services. In addition to providing scholastic opportunities for high-ability students, several academic initiatives offer professional development and research opportunities for faculty--the Humanities Institute, the Smithsonian Fellows program, the Montgomery Scholars program, and the Macklin Business Institute all promote professional development and unique opportunities for student-faculty collaboration. In addition, the Scholarly Activities program, the Center for Teaching and Learning, sabbatical programs, and an extensive array of other professional development activities afford faculty many avenues for maintaining and enhancing their instructional enthusiasm and abilities.

A significant portion of the College's geographic service area is composed of persons from other countries and diverse racial and ethnic backgrounds. Projections of local population growth suggest the County's population will grow from 750,000 in 1990 to 875,000 by the 2000 Census, and will continue to grow to 945,000 by the year 2010.

Forty percent of that growth is projected to come from immigration. Currently, in credit programs alone, the College serves more than 6,000 foreign-born students from almost 170 different countries. Approximately 36% of the residents of the County are members of racial minority groups, and in the Fall, 1999 semester, less than half (46%) of the credit students were White, 27% were African-American, 16% were Asian, and 12% were Hispanic. Clearly the College represents and serves a diverse community. While the proportions of faculty and staff are not yet reflective of that level of diversity, 21% of full-time faculty are racial minorities, as are 21% of administrators, 28% of professional staff, and 45% of support staff.

Programs and services to support the broad range of social, cultural, and academic needs presented by students and community members with such diversity have been and are continuing to be developed to promote both access to and success within the College. Nearly one-third of the course credits taught in an academic year are in developmental courses or English for Speakers of Other Languages. Through extensive research and examination, the College has identified and acted upon the need to separate remedial English instruction from English Language instruction for students for whom English is not their native language. Access and success are also enhanced by the provision of an extensive array of financial aid and academic services for the diversity of economic, academic preparedness, and cultural student characteristics.

The use of technology in direct instruction, support for instruction, and for administrative operations has increased and improved significantly in recent years. This growth has enabled the College to offer expanded curricular and course opportunities, services for faculty to enhance the quality and variety of instructional methodologies, learning resources and aids for students in courses, as well as more efficient registration, admissions, financial aid, finance, and other administrative functions. Academically, the College has established the Information Technology Institute (ITI) to address the needs of the high technology training marketplace by offering credit and non-credit coursework. ITI programs such as First Tech, Tech Leap, and membership in the Microsoft Authorized Academic Training Program and the Oracle Academic Initiative enable the College to offer current training in information technology. The Information Technology Strategic Plan is entering its third year of implementation and has resulted in many student-learning enhancements. Some of these are: 2,000 instructional workstations with Internet access, 53 Smart Instructor Workstations, more than 3,000 computers available for student use in labs and classrooms, continuous increases in web- and network-training course offerings, and an electronic card catalog system and access to electronic periodical databases in the libraries. Over 150 faculty have participated in "Smart Instructor Workstation" training and the College has offered more than 250 customized courses in information technology for businesses in the County in the past two years.

Montgomery College has demonstrated leadership in establishing partnerships with the K-12 education community through a several-year association with the Montgomery County Public School system. Specifically, this partnership has included several joint research efforts and collaboration among faculty of both organizations. Research activities have included such projects as tracking MCPS graduates with varied levels of

academic preparedness through their coursework at the College, and an action-oriented program designed to identify high school students whose reading and English levels are substantially below grade-level and offer supplemental instruction to enhance their skills. Montgomery College faculty work directly with high school teachers to increase their skills in teaching reading skills in their subject-matter classes as a method of improving the college-readiness of MCPS graduates. Also, the College assists in providing placement-testing opportunities for all high school seniors. Our Tech Prep program links 15 career and technology programs in MCPS high schools with College curricula in a 2 + 2 arrangement.

In addition, the College has established a unique relationship and partnership with the USM Universities at Shady Grove that will enhance transfer opportunities to USM institutions for Montgomery College students. This relationship will enable students to transfer more easily and pursue their baccalaureate degree locally within Montgomery County. As part of the Montgomery Scholars program, students attend Cambridge University in England during the summer, and both our Smithsonian Institution and Macklin Business Institute programs offer excellent internship opportunities for students.

Priorities and Emphases for Future Development

Montgomery College has long provided high quality and extensive medical and health technology programs of study and envisions those programs continuing and expanding in the future. For example, this past year, a non-credit Surgical Tech program was begun. And in the public service area, a credit American Sign Language program was developed. Providing educational opportunities in these fields is clearly a workforce development need in the local, state, and regional community. The College views these training needs as being twofold—to prepare students for entry into these medical/health technology and public service career fields, and to provide continuing training to help workers maintain and upgrade their skills. Such courses and curricula must be made available in a variety of modalities (i.e., credit and non-credit, traditional classroom/lab and distance learning instruction) and will require additional levels of funding for the equipment and facilities needed to implement instruction in these areas. At the same time, the College must be concerned with fiscal accountability and cost effectiveness, so these courses and curricula will likely remain centralized at the Takoma Park Campus.

Clearly, the College must continue and expand its already extensive efforts in supporting education and training in the information technology, biotechnology, engineering technology, and other high-technology fields, especially in light of the College's proximity to the I-270 corridor of high-technology business and industry. Much of the necessary infrastructure is in place at the College. Also, Montgomery County has demonstrated its desire and commitment to the College to fulfill this need by providing financial support for equipment, facilities, and personnel necessary to conduct these specialized training program activities. However, future expansion and equipment renewal will be dependent on greater support from the State of Maryland.

The statewide need for teacher preparation is one the College has struggled with in recent years. Articulation agreements and teacher preparation programs at the baccalaureate institutions have made it difficult for the College to do much more than provide a transfer-preparation role for students interested in becoming teachers. However, the College is exploring additional ways it might serve this need. Currently the contribution the College can make is limited to enrolling these students in the General Studies program and providing career counseling and academic advising for students considering becoming teachers.

The major development of a programmatic nature in the College's near-term planning is the long-awaited expansion of the Takoma Park Campus. This $70 million multi-year project will considerably enhance the College's ability to serve the Takoma Park/Silver Spring communities. It also will contribute dramatically to the economic revitalization of those communities that is already underway. This project will greatly increase and improve our health sciences and theatre arts programs, provide for more workforce development opportunities, and increase the number of information technology labs. In addition, subsequent renovation and expansion of the Takoma Park Campus hopefully will enable the College to establish a presence for the arts at the Campus and in the community. In the near future, the College must consider ways to improve the facilities at both the Rockville and Germantown campuses. The Rockville Campus is currently at capacity in terms of classroom, laboratory, office, and student life space, while the Germantown Campus is rapidly approaching its capacity.

Montgomery College awards the Associate Degree, Certificates, and Letters of Recognition (currently in four programs) in approximately 70 programs of study with various Options within these programs. Currently the College is planning to expand the number of packages of courses to which Letters of Recognition are attached and to increase the number of medical and health technology programs. The College will also continue to pursue additional credit and non-credit programs of study that address changing community needs. Much of the additional programmatic growth is likely to come in the non-credit area to address workforce development opportunities.

In summary, the instructional program emphases at Montgomery College include:

> Preparation for students to transfer to baccalaureate institutions
> Preparation for students in career and technology fields, especially the health sciences, information- and high-technology, and public service fields
> Cultural and arts curricula, courses, and programs
> Internship and other out-of-class experiences to supplement formal instruction
> Developmental coursework for students unprepared for college-level coursework, and instruction for students for whom English is not their native language

> ➤ Provision of extensive computer support for instruction and to supplement student learning
> ➤ Partnerships with business and industry to provide workforce training
> ➤ Maintenance of a wide array of courses and curricula at three campuses in the College service area

These priorities, or emphases, enable Montgomery College to assist in meeting the State Plan Goals by: contributing to the array of postsecondary educational opportunities, providing access, supporting the economic health and vitality of the county and state, improving the readiness of students for postsecondary education, serving increasingly diverse students, using information technology, and achieving cost-effective delivery of high quality postsecondary education.

INSTITUTIONAL CAPABILITIES

Fostering student learning - through classroom experience, independent study, community service projects, and extra-curricular activities – is the primary function of Montgomery College. Toward that end, the College continues to make extensive investments in faculty through compensation, professional development opportunities, technology support for instruction, and activities to facilitate scholarship and research efforts. The Center for Teaching and Learning is designed to keep faculty current with technological changes in their fields and to help them explore how to use various teaching methodologies in their courses. Although recent years' data indicates that full-time faculty teach between 57% and 59% of students' credits, the College has hired 70 full-time faculty for the current year and hopes to increase the proportion of credits taught by full-time faculty to 60%. In addition, budget development targets for the next four years include a gradual increase in the proportion of the budget dedicated to professional development to four or five percent.

While research is a function that is not a primary component of the College mission, faculty are encouraged to pursue scholarly and research activities through professional development opportunities, including sabbatical leaves and participation in several programs such as the Montgomery Scholars program, the Leadership Development Institute, and the Smithsonian Fellows.

Service to students and the community are strong components of the College mission and individual faculty/staff expectations. The College provides literally hundreds of community-oriented activities through student activities programs, arts and humanities activities and programs, community services programs for young people, speakers and lecture series, and programs on cable television.

The College's credit and non-credit instructional programs, courses, and services support the goals in the Maryland State Plan. Excellence in instruction, maintaining affordability and increasing access, supporting the economic health of the community, enhancing the readiness of students for postsecondary education, providing programs and support services for a diverse community and student population, using technology to enhance instruction and administrative operations, and developing partnerships with K-16 institutions as well as business and industry all characterize Montgomery College.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

The Montgomery College Goals and Objectives that will constitute the basis of our Strategic Plan and guide our planning and decision-making for the next several years are presented here.

Preamble

Montgomery College will be a welcoming, supportive, and accountable learning institution for its students, faculty, staff, and community. We will continue to increase access to higher education and employment opportunities for all members of our community, and we consider our diversity to be a fundamental asset. Opportunity, excellence, and commitment to students and community define our mission. We will be recognized for the quality of our educational programs, service to students and community, and leadership. We are one College, and we dedicate ourselves to working toward achieving common goals to serve our students and our community.

Goals, Objectives, and Outcomes

1. Assuring student success through programs and support services

Objective 1: All faculty and instructional support staff will participate in professional development initiatives to explore and implement a learning-centered model of instruction and curriculum development.

Objective 2: A collegewide intake and advising process will be developed to identify and promote students' goals.

Objective 3: Mandatory orientation processes will be developed to meet the transition needs of our diverse student populations.

Outcome Measures: Student satisfaction with services will increase as measured by student surveys. Student recruitment, retention, and completion rates will increase, and achievement gaps between student groups will be narrowed, using FY 2000 state data as baseline.

2. Ensuring broad-based education

Objective 1: Our curriculum and instruction will incorporate a commitment to interdisciplinary studies, respect for diversity, and critical literacy concepts in the

arts, humanities, social sciences, sciences, mathematics, business, economics, technologies, and career programs.

Objective 2: We will increase cultural and intellectual activities that highlight and explore social issues for both internal and external audiences. (FY 2000 data will serve as the baseline)

Outcome Measures: Professional development opportunities for faculty will be increased. Students will develop critical literacy, respect for diversity, ability to apply knowledge in new ways, effective communication skills, and appreciation of the value of lifelong learning as measured by inventories and surveys. The College will be recognized as a valued intellectual resource and a forum for discussion of cultural, cross-cultural and social issues by measuring the increase in the number of related activities.

3. Meeting the demands of a growing high school graduate population

Objective 1: The College will continue to develop partnership initiatives with the local public school system as well as private high schools to increase College readiness and facilitate the transition or access to college programs.

Objective 2: The College will increase concurrent enrollment of high school students taking college coursework

Objective 3: The College will expand student life space and improve the quality of student life support on each campus by integrating these needs in the budget and unit planning process of each campus.

Outcome Measures: Concurrent enrollment will increase, the percentage of County high school graduates requiring developmental courses will decline while the proportion of MCPS graduates enrolling at the College will increase, and students will be surveyed to determine if modifications to College facilities and services meet student needs more appropriately.

4. Developing a Regional Workforce

We will make preparing and developing the region's workforce a primary part of our mission by becoming the first choice for education and training for businesses, government, and non-profit employers.

Objective 1: We will meet with employers and assess and report the business community's needs regularly to ensure that our curriculum, policies, and schedule revisions reflect the changing market employment needs and practices.

Objective 2: The College will modify its organizational structure to identify a single point of contact for business and workforce development.

Objective 3: The College will implement a strategic plan to increase internal and external awareness of workforce development partnerships and initiatives.

Outcome Measures: Montgomery College will rank among the top four continuing education providers in the state for workforce development and training, and employers will turn to Montgomery College as their first choice for employee training and development. Enrollments in workforce development courses will increase.

5. Renewing our spirit and committing to professional development

Objective 1: The College will develop a comprehensive master plan for professional development for faculty and staff, which will encourage a diverse and learning-centered environment, supported by a single professional development entity.

Objective 2: All employees will build individual professional development plans to improve currency in their discipline and/or field of expertise or to address individual skill needs. Where appropriate, faculty and staff exchanges with employers will be part of these plans.

Objective 3: Employee reward systems will recognize participation in professional development, high job performance and community service.

Outcome Measures: Montgomery college will be a positive professional work environment that values all personnel. All employees will participate in an expanded professional development program, and the percentage of college resources devoted to professional development will increase.

6. Focusing our resources

Objective 1: The College's strategic planning process will include a regular academic program, discipline, and support services review component.

Objective 2: The College will determine its core programs and disciplines to guide growth opportunities, funding priorities, student services and long-term planning.

Objective 3: The College will develop and regularly update an integrated academic and facilities master plan as an outgrowth of the strategic plan. This academic and facilities plan will identify programmatic, staffing, and facilities needs to enable the College to address changing and diverse student populations.

Outcome Measures: Budget and planning decisions will reflect the College goals and objectives.

7. Modeling Civic Leadership

Objective 1: We will name a Community Advisory Board to advise the College on issues of community importance and on planning and implementing discussions, town meetings, instructional television programs, Internet discussions and teleconferencing.

Objective 2: We will initiate a community research service through a partnership with Continuing Education, OPIR, deans, faculty, staff and appropriate community groups.

Objective 3: Montgomery College will take a leadership role in working with the community to narrow the digital divide.

Outcome Measures: Public perceptions of the College will reflect enhanced awareness and appreciation of the College role in the community.

Summary of Objectives and Commitment to Equal Educational Opportunity

These seven major Goals and Objectives will constitute the basis of the College's Strategic Plan, individual organizational units' Strategic Plans, the operating budget priorities for the next several years, and as vehicles for addressing the needs, goals, and objectives outlined in the Maryland State Plan for Higher Education.

Central priorities for Montgomery College, then, include:

Expansion and renovation of the Takoma Park Campus, which will directly enhance the College's ability to promote State Plan Goal 1 ('distinctiveness and excellence"), Goal 2 ("access"), Goal 3 ("economic health and vitality"), and Goal 6 ("high quality programs and services for diverse populations").

13

Commitment of resources to continuing professional development for faculty and staff will directly enhance the College's ability to promote State Plan Goal 1 ("distinctiveness and excellence"), Goal 4 ("encourage basic and applied research"), Goal 6 ("high quality programs"), Goal 7 ("use of information technology"), and Goal 8 ("cost effectiveness and accountability").

The College will be accountable for accomplishing these objectives primarily by measuring the status of the Takoma Park expansion and noting the amount of financial resources expended in support of professional development, the number of faculty and staff participants, and the impact on student learning.

Expanding and extending our commitment to developing a regional workforce and expanding the capabilities and use of a variety of distance learning methodologies will directly enhance the College's ability to promote State Plan Goal 1 ("distinctiveness and excellence"), Goal 2 ("access"), Goal 3 ("economic health and vitality"), Goal 6 ("high quality programs for diverse populations"), Goal 7 ("use of information technology"), and Goal 8 ("cost effectiveness and accountability"). The accomplishment of this priority will be measured by the amount of resources invested, as well as the increased number of partnerships with business and industry, number of career program students, volume of continuing education offerings and enrollments, enrollments in coursework offered via distance education, and surveys of student and employer satisfaction.

Enhancing student success and meeting the demands of a growing high school population are priorities that will directly enhance the College's ability to promote State Plan Goal 1 ("excellence"), Goal 2 ("access"), Goal 5 ("improve readiness of students"), Goal 6 ("high quality programs for increasingly diverse students"), and Goal 8 ("cost effectiveness and accountability"). By understanding more completely students' academic goals, improving orientation, assessment, and course placement efforts, and improving facilities and support services for a changing student population, the College will increase the proportion of recent high school graduates who enroll at the College, student satisfaction with the College, and the proportion of students who transfer or graduate.

By focusing our resources more effectively, the College will be more able to promote State Plan Goal 1 ("excellence") and Goal 8 ("cost effectiveness and accountability"). The College will have developed an improved planning and budgeting process which will include an enhanced program and discipline review process that will regularly assess the strength and utility of all academic and support services programs. All budget requests will be weighed against their potential contribution to the institution's Goals and Objectives.

The College will extend the intensity and expand the number of K-16 partnerships which will directly enable the College to promote State Plan Goal 1 ("excellence"), Goal 2 ("access"), Goal 5 ("readiness for postsecondary

education"), Goal 6 ("academic programs for increasingly diverse students"), and Goal 8 ("cost effectiveness and accountability"). These priorities will be measured by: increased numbers of MCPS graduates attending the College, increased numbers and improved performance of students transferring to USM institutions, increased numbers of students receiving Certificates and Associates Degrees, and increased second-year retention rates.

In addition to specific measurement criteria outlined above for the College's Goals, Objectives, and Priorities, the College intends to utilize the proposed Performance Accountability Indicators to assess the institution's contribution to the attainment of the State Plan Goals.

Montgomery College is fully committed to providing and reflecting equal educational opportunity. The College's service area is an extremely diverse racial, ethnic, and economic community and that diversity will increase for the foreseeable future. Asian, African-American, and Hispanic student enrollment at the College has increased in the past four years from 49% to 54% of the student population. African-American student enrollment has increased from 24% to 27%, while the proportion of full-time faculty who are African-American has increased from 10% to 13%. The proportion of full-time faculty who are women has increased from 47% to 52%. In addition, the four-year success rates of African-American students and all minority students have increased from 16% to 23%, and from 27% to 31%, respectively.

By emphasizing the hiring of more faculty and staff that reflect the diversity of our constituencies, extending our involvement with Montgomery County Public Schools in assessing high school students' reading, mathematics, and English skill levels, and collaborating with MCPS teachers to enhance their skills in incorporating the teaching of reading skills in subject-matter courses, the College will further the availability and accessibility of postsecondary education to diverse student populations.

With the State's assistance, the expansion and renovation of the Takoma Park Campus will also increase the institution's ability to serve the diverse communities of residents and workforce in the Takoma Park / Silver Spring area of the County.

The College's longstanding commitment to equal educational opportunity will also be continued via increased student enrollments and institutional expenditures in support of the teaching of English for Speakers of Other Languages in both credit and noncredit formats.

Summary

Montgomery College Mission Statement

The Montgomery College mission, goals, and objectives serve to promote and implement the Goals and Strategies contained in the Maryland State Plan for Higher Education. In addition, the specific Goals and Objectives for Montgomery College were developed to incorporate the recommendations contained in the Final Report of our year-long Council for the 21st Century effort and our Board of Trustees' Strategic Priorities.

Addressing the expansive goals identified in the Maryland State Plan for Higher Education and reflected in our own Goals and Objectives will require increasingly higher levels of support from both County and State government. Higher funding levels for operating budgets and capital budgets are needed if the colleges are to continue to expand and renew their programs, services, equipment and facilities to accomplish the breadth of goals contained in the State Plan to serve our constituents. Fulfilling higher education's commitment to serve: an increased number of high school graduates, the expanding workforce development needs of the citizenry, the state's economic health and vitality, partnerships with K-16 institutions and the business community, and an increasingly diverse student population will require additional financial support.

The Mission Statement of
Prince George's Community College
as Related to the
2000 Maryland State Plan for Postsecondary Education
October 30, 2000

PREFACE

Prince George's Community College has undergone over a year of scrutiny conducted by representatives of the college's stakeholders from both inside and outside of the college. The result is a new vision statement and a new mission statement that flows naturally from the vision. The Board of Trustees whole-heartedly adopted the statements thereby establishing them as the foundation from which the college is propelling itself from good to excellent, and from local to national status.

Vision

Prince George's Community College will excel as a nationally recognized, intellectually vibrant institution, which is accessible, community-centered, technologically advance, and responsive to the educational needs of a richly diverse population and workforce.

Mission

Prince George's Community College, an accessible, community-based, culturally diverse college, meets the educational, employment, and enrichment needs of the community it serves through high quality programs for university transfer, general education, workforce training, cultural enhancement, and continuing education.

To turn the mission statement into actions that will advance the college toward the fulfillment of its vision, the college developed its 2001-2005 Strategic Plan. The college's mission statement and strategic plan fit hand-in-glove with the *2000 Maryland State Plan for Postsecondary Education*. To show the relationship between what the college is doing and the *2000 Maryland State Plan for Postsecondary Education* (MSPPE), the initials (MSPPE) and the numerical designation of the appropriate State Strategy are included with the college's item. More than one of the MSPPE numbers may be listed next to an item if the item addresses more than one of the State's plans.

INSTITUTIONAL IDENTITY

Prince George's Community College is traditional, open admissions, commuter college in an urban/suburban setting. It serves the full spectrum of county residents from new high school graduates (nearly half of the high school seniors who plan to attend college, come to Prince George's Community College), to adults who are upgrading their skills and knowledge, and senior citizens who engage in life long learning. The college's programs of study lead to the Associate in Arts degree, the Associate in Science degree, the Associate in Applied Science degree, the Certificate of Program Completion, and the Letter of Recognition.

A particularly unique characteristic of the college has been its inclusion of stakeholders both inside and outside of the college to develop its 2001-2005 Strategic Plan. The plan will be detailed in section three, "Institutional Objectives and Outcomes."

In support of students' learning styles and available time, the college uses multiple venues, multiple locations, and multiple time frames to deliver its courses. Delivery venues include traditional classroom, telecredit, interactive classroom, and online (MSPPE 7.2). In addition to its Largo Campus, the college has two other degree sites (Andrews Air Force Base and Eleanor Roosevelt High School), and has opened a new Access Center at the Prince George's Metro Center (MSPPE 2.42) . Delivery time frames include traditional 15 week, late start, weekends, and evenings (MSPPE 2.42). The college's provision of technology training for faculty has resulted in faculty members putting up Web sites and using technology such as PowerPoint, Excel, spreadsheets, and the Internet as teaching tools (MSPPE 7.1).

In addition to on-going programs that already relate to the *2000 Maryland State Plan for Postsecondary Education,* the college has introduced new programs of study that serve a dual purpose: They provide excellent career opportunities for students and they address the needs of the county and state.

- (MSPPE 3.19) Emergency Medical Technician Program – developed in collaboration with the Prince George's County Fire Department. All fire fighters who complete this program will receive an associate's degree and can transfer to the UMBC to complete a bachelor's degree.

- (MSPPE 3.13) Forensic Science Program – This is a statewide program. It is the only undergraduate forensic science program in Maryland. Students who complete this program receive an A.A.S. and can transfer to the University of Baltimore which developed junior and senior level courses in forensic science as a continuation of freshmen and sophomore forensic science courses at Prince George's Community College.

- (MSPPE 3.23) General Education Certificate – This program allows students to satisfy their interests by developing basic skills in thinking, writing, research, speaking, and competencies necessary to obtain a job without having to invest the time to earn a degree.

- (MSPPE 3.12) Theatre and Entertainment Technology Program – This is a collaborative program with theatre technicians. It is the only one of its kind available in an institution of higher education.

- (MSPPE 5.13) Comprehensive Education Program for Pre-service and In-service Teachers – The college established the Education Department to systematically address the need to train and certify new teachers and to re-certify veteran teachers.

- (MSPPE 1.14) Women's Studies Program – This program was developed in response to a growing interest in women's studies.

In its journey to excellence, the college's next major thrust will be to address the educational needs of the growing number of students with deficient skills and abilities who are coming to the college; to make college more geographically and technologically accessible, particularly for underserved students; to enhance the intellectual development of the most academically able students; and, to continue assessing the quality of courses being taught. Specific plans include:

- (MSPPE 1.21) Revising the developmental programs, particularly math.

- (MSPPE 1.12) Introducing an integrated student learning program with a service learning component program.

- (MSPPE 5.41) Sharing with middle schools and high schools the checklist we have developed on the characteristics of a "college ready student" and, wherever possible, work with the schools to help prepare students for college.

- (MSPPE 2.42) Opening more "access" sites in areas of underserved students.

- (MSPPE 8.21, 8.22, 8.23) Implementing fully the Honors Academy that will provide enriched courses, financial support, dual enrollment with a four-year institution, and seamless transfer for the academically strongest students.

- (MSPPE 7.1) Advancing the technological skills of faculty with the help of a Title III grant, and encouraging faculty to experiment with technology at the newly established Technology Resource Center.

- (MSPPE 2.1) Continuing to reduce the rate of growth of tuition and fees.

INSTITUTIONAL CAPABILITIES

Instruction is the primary function of Prince George's Community College. To provide the state-of-the-art education to which the citizens of the county are entitled, the college is committed to several measures that simultaneously coincide with the State's interests and satisfy the postsecondary educational needs of the county's citizens:

- (MSPPE 1.42) The college has developed and continues to develop programs designed to encourage and support faculty in their intellectual pursuits.

- (MSPPE 2.) The college is committed to being physically, financially, and intellectually accessible to the students and the community it serves. This commitment may be the most difficulty to fulfill, given the college's dependency on public financial support.

- (MSPPE 3.1) The college has become a central player in workforce training. Regardless of the venue or subject, Prince George's Community College continues its commitment to high standards, high expectations, and high-quality instruction.

- (MSPPE 3.15) The college has been and will continue to be highly responsive to the richly diverse population and workforce it serves. Prince George's Community College sees itself as community-centered. As such, the college listens to, develops programs for, and takes part in the growth and life of our community.

- (MSPPE 4.11) The state-of-the-art science building (Chesapeake Hall) that opened in 1999, coupled with the library's fully electronic system, and the anticipation of a new technology building will assure that students receive a 360 degree hands-on education in the use of technology.

- (MSPPE 5.) The college continues to pursue a closer working relationship with the superintendent of Prince George's County Public Schools. This relationship not only involves meeting with the system's administrative personnel to address some of the academic deficiencies of students, but also providing the courses teachers require for certification.

- (MSPPE 6.22) The college is committed to increasing diversity within the faculty and professional staff. Its personnel policy requires that a "well rounded" pool of applicants be recruited for faculty and professional positions. Additionally, as finances permit, the college is working to increase the ratio of full-time to part-time faculty.

- (MSPPE 7.) The college has invested considerable resources to empower students and prepare them for the technologically challenging 21st Century. With grant funding, the college supports faculty development in technology that utilizes hands-on experience in curriculum reform and instructional development.

- (MSPPE 8.) The college judiciously allocates the funds it receives to support its strategic plan. The college also actively seeks supplemental funding from contributions and grants. In addition to monitoring the allocation of funds to academic programs, the college also assesses the quality of the courses in the programs.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

In an 18-month process, a Strategic Planning Team, consisting of representatives from each of the college's stakeholders, developed eight strategic initiatives. Strategic goals were established to achieve each of the eight initiatives. The initiatives, the strategic goals, some expected outcomes, and the related State Goals are listed below:

I. Access
Prince George's Community College will be fully accessible and responsive to current and prospective students, businesses, and organizations throughout Prince George's County.

A. Strategic Goals
1. Expand the Largo campus and develop new college sites in the northern and southern portions of the county.
2. Increase the overall number of county residents attending the college.
3. Expand credit and noncredit programs based on community and workforce needs.
4. Expand and enhance community-based programming through the auspices of a cultural arts center.

B. Measurable Objectives and Related Needs in State Plan
1. The share of recent high school graduates in Prince George's County attending the college will increase to 56% by FY05.
   Related State Goal 2
2. The college's enrollment will be increased as indicated by performance measures with five-year benchmarks.
   Related State Goal 2

II. Quality
Prince George's Community College will provide high quality instruction and the appropriate environment to promote student learning.

A. Strategic Goals
1. Attract and retain highly qualified and diverse administrators, faculty, and staff.
2. Enhance the intellectual and learning environment.
3. Expand the Honors Program.
4. Provide advanced technology training and instructional technology support in a new technology center.

B. Measurable Objectives and Related State Goal
1. A report on student satisfaction and outcome assessment will be presented to the President's Cabinet annually.
   Related State Goal 8

2. Prepare comprehensive Honors Program plan including a high-profile Honors Academy in which successful students will be guaranteed transfer to four-year colleges and universities and supported by scholarships.
   Related State Goal 8

3. A minority Faculty recruitment program will be established in FY02
Related State Goal 6

III. Student Success

Prince George's Community College will increase the success rate of learners in university transfer, developmental education, career and workforce training, continuing education, and personal enrichment programs.

A. Strategic Goals
1. Increase the number of full-time faculty.
2. Improve student retention, graduation, and transfer rates.
3. Strengthen programs serving underprepared students.
4. Develop programs addressing the special needs of international students.

B. Measurable Objectives and Related State Goals
1. The extent to which selected strategies have attracted and retained highly qualified staff members will be reported annually by the President's Council.
Related State Goal 1
2. Develop and offer a special freshman course designed to enhance student success.
Related State Goal 1
3. Increase formal articulation agreements with four-year colleges to 10 by FY05.
Related State Goal 8

IV. Alliances

Prince George's Community College will establish, maintain, and strengthen productive alliances with community-based partners in K-12 schools, four-year colleges and universities, area businesses and industries, government, community and civic groups, and alumni.

A. Strategic Goals
1. Strengthen partnerships with K-12 schools.
2. Strength the Alumni Association and the Prince George's Community College Foundation, Inc.
3. Increase and strengthen transfer agreements with four-year colleges and universities.
4. Strengthen partnerships with area businesses, government agencies, community organizations, and civic groups.

B. Measurable Objectives and Related State Goals
1. Special outreach programs (e.g., dual enrollment, research programs) with local high schools will be established by August 2002.
Related State Goal 5
2. The college's teacher education programs will be strengthened and expanded by fall 2002.
Related State Goal 5

V. Economic Development

Prince George's Community College will provide highly responsive and effective workforce training and development to serve the needs of area businesses, industries, organizations, and government agencies.

A. Strategic Goals
   1. Expand workforce training programs based on economic development needs.
   2. Advance the Center for Business and Industry Training (CBIT) as a premiere workforce training enterprise.
   3. Expand college involvement in metropolitan economic development initiatives.

B. Measurable Objectives and Related State Goal
   1. A workforce needs assessment will be published and disseminated by January 2001.
      Related State Goal 3
   2. The number of annual contract training enrollments will increase.
      Related State Goal 3

VI. Technology

Prince George's Community College will provide effective and appropriate instructional and administrative technology.

A. Strategic Goals
   1. Develop and implement a comprehensive, collegewide Technology Plan.
   2. Strengthen and expand instructional technology and distance learning opportunities.
   3. Create a collegewide, interactive Web site.

B. Measurable Objectives and Related Needs in State Plan
   1. The number of credit courses offered online will increase from 19 in fall 2000 to 80 in FY05.
      Related State Goals 2 and 7
   2. The number of technology-enabled classrooms/labs will increase by a minimum of 100% by FY05.
      Related State Goal 7

VII. Funding

Prince George's Community College will secure sufficient financial resources to support college programs and initiatives while reducing the percent of the budget supported by student tuition.

A. Strategic Goals
   1. Increase revenues acquired from government, public, and private sources.
   2. Reduce the proportion of the college's budget supported by student tuition.
   3. Expand and promote financial aid opportunities to enhance access to higher education.

B. Measurable Objectives and Related State Goal
   1. Increase the number and percent of financial aid applicants receiving financial aid and scholarships.
      Related State Goal 2

2. Increase annual income generated by contract training to $400,000 by FY05
   Related State Goals 2 and 3

VIII. Communications
Prince George's Community College will successfully convey its vision, mission, benefits, and achievements to public, business, government, and on-campus audiences in order to enhance understanding, appreciation, and support for the college.

A. Strategic Goals
   1. Promote college programs, benefits, and achievements to a wide range of audiences.
   2. Cultivate community and government support for the college and its programs.

B. Measurable Objectives and Related State Goal
   1. Publish *How to Pay* brochure by spring 2001.
      Related State Goal 2
   2. Private funding will increase from $600,000 in FY99 to at least $2 million in FY02
      Related State Goal 1

WOR-WIC COMMUNITY COLLEGE

MISSION STATEMENT

INSTITUTIONAL IDENTITY

Wor-Wic is a comprehensive community college serving the residents of Worcester, Wicomico and Somerset counties. The college provides quality postsecondary credit programs leading to an associate degree or a certificate of proficiency, as well as documents of completion for community and continuing education courses. Its open door admission policy and comprehensive student support services enable Wor-Wic to provide educational opportunities for those who have the desire and ability to benefit from its courses and programs regardless of age, gender, race, color, religion, national origin, marital status or disability.

The college provides its courses and programs at a reasonable cost, with funding from its supporting counties, Worcester and Wicomico, and the state. Special state legislation permits Somerset County to send students to Wor-Wic on a per capita basis. Wor-Wic was founded as the postsecondary educational link between individuals with educational needs and the needs of employers in the service area. The college is proud of its collaboration with the elementary and secondary schools in its service area, with which the college has numerous articulated programs and strategic initiatives to provide access to higher education for all students. Wor-Wic partners with its university counterparts at Salisbury State University and the University of Maryland Eastern Shore, providing seamless linkages for students who start at the community college but wish to go on to earn baccalaureate degrees.

Wor-Wic offers program options leading to an associate of applied science degree, associate of science degree, associate of arts degree or certificate of proficiency. In addition, a wide variety of occupationally-oriented community and continuing education courses are offered during three major terms each year. Extensive customized contract training is also offered to meet the needs of local employers.

As a comprehensive community college, Wor-Wic offers credit programs and non-credit courses that are occupational in nature, designed for individuals who want to obtain or upgrade their skills to get a job, to advance in a present job or to get a better job, as well as a general studies program and options in business, electronic engineering technology

and manufacturing engineering technology for those who want to transfer to a four-year college or university. Wor-Wic is committed to meeting the needs of the local business community for well-educated employees and the needs of citizens for well-developed, effective college programs at the freshman and sophomore levels. As new demands for additional occupational programs and articulated transfer programs are identified, the college will respond within the limits of its staffing, facilities and funding.

INSTITUTIONAL CAPABILITIES

Wor-Wic is a teaching institution that emphasizes the teaching and learning process in all of its courses and programs. Occupational education is emphasized in both credit and community and continuing education offerings. As the service area population has grown, the occupational courses and programs have expanded. The transfer and developmental education programs are also emphasized as part of the comprehensive curricula of the college. The "2000 State Plan for Higher Education" goals of pre-K-16 initiatives, access, economic development and civic and social responsibility are fully integrated into the programs and services of the college.

Most scholarly activities promote practical applications in an effort to meet the needs of the local community and service area. Areas include applied instructional research, program evaluation, curriculum development, and student and community needs assessments.

The open door admission policy attracts a diverse student population, from recent high school graduates to senior citizens. The profile of the credit student population in the fall of 2000 includes an average age of 27 years, 98 percent high school graduates, 21 percent African-Americans, 68 percent female, 59 percent enrolled in occupational programs, 34 percent in the transfer curricula, and 75 percent attending college on a part-time basis. Sixty-nine percent of the students are educationally disadvantaged and require one or more developmental education classes.

Members of the faculty at Wor-Wic are selected based on teaching ability, educational attainment, and in the case of occupational programs, technical expertise. Faculty members assigned to general education disciplines are prepared at a minimum academic level of the master's degree. Occupational faculty members, although generally prepared at the master's level, are given special consideration due to their technical expertise and practical experience. Teaching ability is assessed on a regular basis, and professional development and upgrading are encouraged and supported.

Cooperative linkages with the boards of education in Worcester, Wicomico and Somerset counties have been established for the better utilization of instructional equipment and facilities, and the creation of a seamless transition from secondary to postsecondary studies with options such as dual enrollment, articulated credit and concurrent enrollment.

In keeping with the overall mission to link individuals with educational needs and the needs of the employers in the service area, Wor-Wic maintains formal relationships with business, industry and government. Several examples include a cooperative relationship between Peninsula Regional Medical Center and the college's radiologic technology and practical nursing programs. The hospital provides staff assistance, financing and clinical support for both programs. The college provides a steady supply of educated technicians and licensed practical nurses. The Lower Shore Private Industry Council refers students to the college's courses and programs and provides financial assistance to students who train for jobs needed in the area. The college has been designated as an Advanced Technology Center by the state and, as such, meets business and workforce needs through customized training for area manufacturers. It has partnered with and cooperates fully with the Lower Shore Manufacturing Network (LSMN), which is composed of local manufacturers who have joined forces to identify issues and develop solutions to concerns facing manufacturers on the Lower Eastern Shore. The LSMN director is housed at Wor-Wic and works with the college to provide education and training for the member companies. The Lower Eastern Shore Shared Educational Network (LESSEN) is a cooperative effort of Wor-Wic Community College, Salisbury State University and the University of Maryland Eastern Shore to provide microwave television connection between the institutions to broadcast in a 30-mile radius to secondary schools, businesses, hospitals and other public agencies.

The college assists local economic development efforts to recruit new businesses and retain existing businesses by providing consulting services, specialized training and diversified occupationally-oriented courses and programs. Wor-Wic cooperates with local, state and federal agencies in the acquisition of funds to develop those efforts.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

The long-range goals of Wor-Wic are based on its mission, forming a framework for the college's programs and services. They are to:
1. Provide programs and courses of an occupational nature to prepare individuals for jobs in the area;
2. Provide an educational environment whereby students have an opportunity to develop competencies to foster their personal growth and occupational preparedness;
3. Provide community and continuing education courses to prepare individuals for increased job opportunities, advancement and personal development;
4. Provide a comprehensive core of general education courses for students enrolled in occupational programs as well as for those whose goal it is to transfer to other postsecondary institutions;
5. Provide students with support services, including, but not limited to, career counseling, learning assistance and job placement assistance, to enable all individuals, regardless of age, economic status, disability, ethnic background or prior schooling, to meet their intended educational objectives;

6. Plan, develop and schedule courses in an attempt to make them available to individuals, regardless of limitations they may have due to work schedules, home responsibilities or transportation difficulties;

7. Cooperate with other area educational institutions, state agencies, community organizations and business and industry representatives to ensure the continuity and relevance of the college's programs and services; and

8. Assist local economic development efforts to recruit new business and industry and to expand existing companies by providing appropriate occupational training and consulting services to meet the skill level necessary for the needs of employers.

To assist Wor-Wic in attaining its long-range goals, the college has adopted the following short-range objectives:

1. Obtain a mix of students and employees that reflects the gender and race percentages of the population on the Lower Eastern Shore, specifically to meet the goal of 49 percent male students and 26 percent minorities;

2. Develop additional articulation agreements and collaborative efforts with area high schools and four-year institutions in order to enhance instructional programs that serve the needs of area residents;

3. Investigate the feasibility of offering alternative credit class schedules (i.e., weekend courses, early morning schedules, television courses, online courses and other intensive schedules) to accommodate students with atypical scheduling needs; and

4. Focus on collegewide issues of quality to ensure that Wor-Wic maintains its personal, small college atmosphere and meets the educational goals of all students by striving to ensure that 100 percent of our graduates are satisfied with their job and transfer preparation and 100 percent of employers are satisfied with the employment preparation our graduates receive.

Wor-Wic's short-range objectives are inextricably linked to the "2000 Maryland State Plan for Higher Education" in several key ways. The objectives speak to access, pre-K-16 initiatives, economic development and civic and social responsibility. The objectives call for Wor-Wic to work with all segments of the service area to ensure relevant and quality programs to serve the needs of the residents of the Lower Eastern Shore. These needs include occupational education, transfer education, developmental education, continuing education and workforce development. Wor-Wic's assessment processes are employed on a regular basis to ensure that the college's mission is being met.